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ABSTRACT

In 1986-87, Kalamazoo Valley Community College (KVCC) in Michigan undertook a broad-based examination of its effectiveness in assisting minority students to achieve their educational goals. The study investigated the balance between proportions of minorities residing in the local community and proportions enrolled at KVCC; the number of minorities enrolled and the number graduating; and the barriers to minority access and success existing at KVCC. The study involved a review of pertinent literature, which identified poor academic preparation, a negative college environment, and financial barriers as the major obstacles to minority success. To investigate the existence of these barriers, KVCC surveyed current high school students (N=212), parents of minority high school students (N=59), current KVCC minority students (N=86), KVCC graduates (N=50), and potential adult minority students (N=108). The study found that: (1) though most high school students had plans to attend college, only 10% intended to attend KVCC, with concerns about the institutional environment a primary deterrent to attendance; (2) about half of the high school students' parents had encouraged attendance at KVCC; and (3) in general, current KVCC students were concerned about financial considerations; were dissatisfied with the amount and types of social interaction they had with others of the same race or ethnic background; were at least minimally concerned with the lack of ethnic diversity in the student body, faculty, and staff; and felt satisfied with their preparation for college courses. Background data, advisory committee recommendations, the questionnaires, and a 35-item bibliography are included. An executive summary precedes the text. (EJV)

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MINORITIES AT
KALAMAZOO VALLEY COMMUNITY COLLEGE

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PREFACE

The research presented in this report was conducted with the purpose of replacing supposition with fact in the area of minority education at Kalamazoo Valley Community College. A second, but equally vital, purpose was to provide a solid grounding for development of a plan designed to address the higher educational needs of minorities in the KVCC service district. At the risk of appearing somewhat biased, it is the opinion of the project team that we have been successful in both areas.

While many share responsibility for the completion of this report, several deserve specific mention. First, the Kalamazoo Valley Community College Board of Trustees deserve recognition for encouraging an in-depth investigation into a subject as sensitive as minority education. The Metropolitan Life Foundation is also acknowledged for their financial support. Next, members of the project Advisory Committee warrant recognition for the role they played in helping to conceptualize the study in it's early stages as well as their recommendations based upon research findings. The efforts of data collection volunteers, many of whom functioned as Advisory Committee members, should also be recognized.

Finally, it goes without saying that this study could not have been carried out without the extensive efforts of Kalamazoo Valley Community College staff. Kalamazoo Valley Community College President, Marilyn Schlack, is to be commended for her steadfast commitment to this project. Special recognition must also go to Kalamazoo Valley Community College Research Associate, Stephen Cannell, who served as Principal Investigator responsible for overall research planning and design, development of instruments, volunteer training, analysis, and writing of the final report. Project Coordinator, Jackie Cantrell, functioned as primary Advisory Committee liaison, arranged for special events such as meetings and training sessions, met with community leaders, and coordinated data collection from current and former students. Others, too numerous to mention, provided invaluable assistance in the areas of concept development, typing, and proof reading. Without the assistance of these individuals, completion of this project would not have been possible.

Richard A. Olivanti
Project Director

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ABSTRACT

Kalamazoo Valley Community College has undertaken a broad based examination of its effectiveness in assisting minority students to achieve their educational goals. Three major questions were addressed. First, is there a balance between proportions of minorities residing in the local community and proportions enrolled at the college? Second, is there a balance between minorities enrolled and proportions graduating? Third, what are the barriers to minority access and success at KVCC? Inquiry into this third question comprised the greater part of the study. In order to answer these questions five populations were surveyed, including: KVCC minority students, KVCC minority graduates, minority high school students, parents of minority high school students, and minority adults residing in the local community. Barriers identified included inadequate academic preparation, financial constraints, and the institutional environment. Findings point to the situation where all barriers seem to have an impact upon access and success, with some populations affected by specific barriers more than others. Recommendations of Advisory Committee members addressing highlighted problems are also included.

For further information contact:

Richard A. Olivanti
Dean of College Relations and Services
Kalamazoo Valley Community College
6767 West O Avenue
Kalamazoo, Michigan 49009

MINORITIES AT
KALAMAZOO VALLEY COMMUNITY COLLEGE

EXECUTIVE SUMMARY

Kalamazoo Valley Community College has completed a study focussing upon barriers to minority access and success in a community college setting. The study was funded by both the College and the Metropolitan Life Foundation.

To provide a conceptual link to established research, previously identified barriers were referenced. In addition, a self-study format was adopted to allow for examination of barriers specific to minority access and success at KVCC.

Theoretical Perspective

Following a thorough review of pertinent literature, three distinct barriers were identified as impacting upon minority access and success. These barriers included academic preparation, the institutional environment, and financial barriers.

The idea of inadequate minority education has been examined from many perspectives. While the reasons behind this situation are many, most agree that the quality of the pre-college academic experience must improve.

It has been suggested that emphasizing academic and personal development, paired with home reinforcement, may have a positive effect upon early academic preparation. Additionally, services aimed at resolving linguistic problems and inadequate study skills may play a useful role at the college level.

It is clear that academic preparation for college is less than adequate for many minorities. While remediation efforts are in place at the college and pre-college level, only through early efforts can we expect adequate preparation resulting in post-secondary success.

The impact of the learning environment upon intellectual development is widely acknowledged. Early studies emphasized the positive role of interpersonal contact, with later work pointing toward more social and emotional influences. However, the study focus of barriers to access and success enables a narrowing of the range of pertinent literature. In this case, many have cited the ideas of racial prejudice and discrimination, all falling under the broader concept of racism.

Recently, we have been reminded that racial problems are still a part of our college environments. However, as unacceptable as these problems are, their impact may be less in the long run than

other, more subtle, forms of racism. These are seen by Simpson (1987) as including: a. insecurity about the admissions selection process, b. exclusion from study groups, and c. the perception of non-minority students that lower standards were used in the admission of minority students. All of these are seen as further compounded by being imperceptible to non-minorities.

Others suggest a combination of other variables that influence the college environment. Flemming (1985) identifies the value of opportunities for friendships (both peer and mentor), the opportunity to participate in campus life, and the opportunity to feel a sense of progress and success in pursuing academic interests. Also suggested have been faculty/student trust, culturally relevant course materials, and social opportunities (Willie and McCord, 1972).

It is apparent that many believe strongly in the impact of the college environment upon its ability to attract and retain the minority student. On one extreme, social opportunities seem to have a positive effect upon academic success. On the other extreme, racism in both blatant and more subtle forms is a reality which demands attention.

The area of financial barriers has been addressed from several perspectives. One perspective focuses upon the idea of minorities lacking adequate financial resources to pay for a college education. Also cited have been decreases in available financial aid dollars, increased reliance on loans instead of grants, and limited on-campus work experience.

Overall, the most plausible, and perhaps most elusive, interpretation of the impact of financial barriers upon academic performance is drawn from a recent study conducted by the University of Chicago (Associated Press, 6/22/87). Examining local demographics and ACT scores, researchers found that the income-academic performance link was extremely clear in secondary schools with high proportions of minorities. This implies that long-term resolution of the academic problems traceable to financial concerns may only be possible as movement is made toward dealing with broader economic equity issues.

It is clear that the barriers of academic preparation, the institutional environment, and finance inhibit minority access and success in higher education. However, it is important to bear in mind that an understanding of these dynamics is only useful to the extent that it sheds light on the impacts of these barriers on the minority college student.

Background Information

Located in Kalamazoo County, Michigan, Kalamazoo Valley Community College provides over 9,000 students each semester with a comprehensive array of instructional opportunities.

During fall semester of 1986/87, total minority enrollment at KVCC stood at 13.3%. For the most part, this has not changed substantially since 1978/79. With fall 1986 enrollment at 8.9% and 1.0% respectively, Black and Hispanic enrollment has also remained fairly steady over the same time period.

During the course of 1986/87 minorities accounted for 11.2% of all KVCC graduates. This represents significant growth from a 1975/76 low of 3.3%. Individual graduation rates of Blacks and Hispanics present a more variable picture. Ranging from a low of 2.3% in 1976/77 to 7.8% in 1981/82, Blacks have represented between 4% and 6% of graduates in recent years. Hispanic graduation rates have ranged from .3% in 1976/77 to 2.6% in 1983/84, with 1.6% of 1986/87 graduates represented by Hispanics.

Available census data illustrates a substantial increase in the percentage of minorities residing in the KVCC service area in recent years. In 1980/81 census data indicates that 9.7% of Kalamazoo County residents were minorities. Utilizing proportionate changes between the 1970 and 1980 censuses, estimates for 1986/87 were developed. These estimates suggest that the percentage of minorities in Kalamazoo County has risen to 12.0%. Of these, 9.0% are estimated to be Black and 1.6% Hispanic.

In order to gain an understanding of the level of consistency between institutional activity and composition of the local community, enrollment, graduate, and census characteristics were compared. For the most part, minority enrollment as a whole has exceeded community proportions. However, the percentage of minority graduates, while showing substantial growth since 1975/76, has lagged behind both community and enrollment percentages. On a group specific basis, other differences emerge. In the case of Blacks, the percentage of enrollees has regularly exceeded community percentages, although this was not the case from 1981/82 through 1983/84. The percentage of Black graduates has never exceeded community or enrollment percentages by a significant amount. Perhaps due to fewer individuals, the levels of Hispanic enrollees and graduates reveals a more variable picture. As opposed to Black enrollment, Hispanic enrollees have never significantly exceeded community proportions. However the percentage of Hispanic graduates has shown increases in recent years to the point of equalling community percentages during 1986/87. Interestingly, with the exception of two years, the percentage of Hispanic graduates has exceeded the percentage of enrollees since 1977/78.

In all, it appears that minority enrollment is not a serious problem, but graduation rates do warrant attention. As Blacks comprise the greatest part of the KVCC minority population, overall trends seem to emphasize data related to Blacks. An examination of data related to Hispanics, however, points in the direction of a definite gap between community percentages and Hispanic enrollment.

Financial aid at KVCC was also examined. This was done in light of national data pointing in the direction of actual decreases in financial aid, in recent years, as inflation is taken into account. In this case, it was discovered that since 1980/81, even after removing the impact of inflation, available financial aid at KVCC had increased by 60.7%.

Methodology

This research emphasized a self-study approach to the idea of minority access and success. Accordingly, the focus of this study was upon the dynamics of barriers to access and success with the assumption that broader issues such as the status of minority education in the greater Kalamazoo area are beyond both the scope and resources of this study. With this in mind, data collection procedures were designed to address specific populations. Further, for reasons of relative group size and gravity of educational disadvantage, data collection was limited to Black and Hispanic individuals for the most part.

In order to gain a comprehensive perspective on the impacts of the three barriers to access and success, five distinct populations were surveyed. These included: current minority high school students, parents of minority high school students, current KVCC minority students, potential adult minority students and KVCC graduates.

Survey data was collected in one of two ways. First, it was determined that community based data could be most effectively and efficiently collected through naturally occurring clusters or organizations in the community. To this extent, Black and Hispanic volunteers were recruited, trained, and given instructions to solicit responses from members of clubs, churches, and other organizations with an interest in education. Volunteers were instructed to have respondents complete one or more of the surveys addressing current minority high school students, parents of minority high school students, or potential adult minority students.

Responses from current KVCC minority students and KVCC minority graduates were collected by project staff. KVCC minority graduates were contacted by telephone and asked to respond to survey items. Project staff also met individually and in small groups with current KVCC minority students to collect their responses. As minority KVCC students deal with barriers to access and success on a regular basis, it was felt that they were in a position to provide the most accurate perceptions. Accordingly, these students were asked to participate in a more extensive data gathering process including responding to a structured questionnaire, a series of open-ended questions, and an unstructured assessment of how they feel about KVCC.

Consistent with community and college demographics, Blacks represented the greatest number of responses ranging from 80% for

current minority high school students to 55% for parents of minority high school students.

Findings

As described earlier, this study has approached the idea of barriers to minority access and success from a variety of perspectives. These perspectives offer the advantage of not only allowing detailed examination of specific populations, but also afford the opportunity for support across populations.

Current High School Students:

A total of 212 responses were collected from local minority high school students. The majority of respondents were either Black (80%) or Hispanic (9%).

Most respondents indicated plans to attend college, but only 10% of these planned to attend KVCC. Further, 85% plan to work while attending college and one-third had not yet decided on an area of concentration. Blacks were less likely to anticipate attending KVCC than Hispanics.

High school students saw the area of finance as having an important bearing upon their decision to attend college. Most frequently mentioned as a concern was the cost of tuition and books, followed by a general inability to meet additional expenses. While identifying cost as a concern, most respondents did not see this as preventing them from attending KVCC. As a greater portion of those high school students planning to attend were aware of financial aid opportunities, it may be possible that an awareness of financial aid may persuade some undecided individuals to attend KVCC.

Comprising the greater part of the population of responding high school students, responses from Black students didn't differ appreciably from total responses. Hispanic respondents did indicate a broader concern with finance, however it appeared again that an awareness of financial aid may have a positive effect upon plans to attend KVCC.

Barriers attributable to the institutional environment were also seen as important by high school students. The opportunity for social contacts was seen as a concern by almost two-thirds of those planning to attend college. Further, 26% of these individuals indicated that their concerns would prevent them from enrolling at KVCC. Specifically mentioned were student and program organizations as well as basic friendships.

The existence of perceived racial problems was also examined. Greater than one-half indicated that they were not concerned with the racial makeup of the KVCC student body in terms of racism or racial tension. Although one-third of those concerned responded that their concerns would prevent them from enrolling at KVCC.

The final item dealing with institutional barriers focussed upon the racial composition of the KVCC student body. Again, almost one-half indicated that this was not a problem, with 72% of remaining respondents saying that their concerns would not prevent them from enrolling. To deal with this problem, suggestions centered on a greater balance across races.

In all cases, Black respondents indicated a greater concern with barriers attributable to the institutional environment than Hispanics.

The third and final barrier examined the area of academic preparation. In this case, the overwhelming majority of respondents were confident of their preparation for college level courses.

To address the idea of remediating academic shortcomings, respondents were asked if they would be willing to take remedial courses if they found that they were uncomfortable with the level of regular courses. Slightly less than one-half indicated that they would be willing to do so, with an equal number responding that they didn't know. Awareness of remedial opportunities surfaced as a possible explanation for this situation as two-thirds indicated that they were unaware that KVCC offers a variety of remedial courses to its students each year.

Group specific responses to academic preparation items revealed few differences with the exception of Black's greater awareness of remedial opportunities at KVCC.

Parents of High School Students:

Responses were collected from a total of 59 parents of current minority high school students. In this case, 55% of responses represented Black families and 43% represented Hispanic families. For the most part, family income was substantially less than that found in the local community, while family size was considerably larger.

Responses from parents indicate a great deal of support for the pursuit of a college education. Further, almost two-thirds have gone beyond simply supporting college attendance to the point of encouraging their child to consider a specific type of training. Finally, one-half have encouraged their child to consider attending KVCC specifically. Slightly more Hispanic parents had encouraged their child to consider attending KVCC than Black had parents.

In terms of finance, 78% of respondents indicated that they would be helping to pay for their child's education. However, over one-half of these respondents were unaware of the proportion that they would be covering.

A second method for obtaining the resources necessary to finance a college education is through a system of financial aid. When

asked if they would encourage their child to seek out loans, grants, or work study programs, fully 96% indicated that they would.

A third source of funds to finance a college education is that of concurrent enrollment and employment. When asked if they would encourage their child to work while attending college, 86% indicated that they would. Although 20% indicated that their child would be expected to assume family financial responsibilities following graduation.

Compared to Black respondents, fewer Hispanics anticipated helping their child to finance a college education. Of those able to help, only one was confident about covering costs in excess of 50%. Further, all Hispanic respondents indicated that they would encourage their child to seek out financial aid.

Current KVCC Students:

Data was collected from current KVCC students in two ways. First, current KVCC students were asked to respond to a series of structured questions focussing upon dimensions previously discussed (financial barriers, institutional barriers, and academic preparation). Second, because their perspectives are drawn from first hand experiences, current KVCC students were asked to respond to a series of open-ended items.

A total of 86 current KVCC students provided responses to the structured portion of the current student survey. Three-quarters of respondents were Black, with an average age of all respondents of 24.2 years. Further, 82% of respondents worked 20 or less hours per week, with almost one-half of respondents reporting that they didn't work. When asked their reasons for attending college, the majority mentioned getting a good first job. Combined with the low level of employment, as well as average age, this data suggests a population of more traditional students.

Responses of current KVCC minority students indicated a substantial level of concern with the area of finance. Almost all indicated that cost considerations were important in deciding whether to continue attending, with tuition and books again most frequently cited. In terms of impact, students were asked if they were confident of having adequate financial resources to accomplish their educational goals. In this case, more than one-third were not sure of being able to overcome the financial obstacles.

Students were also asked to respond to items addressing financial aid. The first item asked students if they knew that financial aid was available for most students who need it. Almost all indicated that they were aware of this. Students were then asked if they were currently receiving any type of financial aid.

Almost 60% indicated that they were receiving aid, with Pell Grants the most frequently specified type.

Students were also asked to respond to a series of items examining the dynamics of the institutional environment. In this context four areas were examined: a. social contacts, b. comfort level, c. racial perceptions, and d. racial experiences.

As college is often seen as an opportunity for social development, students were asked if they were concerned with having the opportunity for social contacts with others of the same racial or ethnic background. In response, 60% expressed concern, with greater than two-thirds of these dissatisfied with the amount and types of these contacts at KVCC. Further, 30% had considered leaving due to their concerns.

In order to understand the degree to which KVCC offers an environment conducive to learning on a day to day basis, students were asked if they were comfortable in a classroom situation where most students are White. Almost one-half (43%) indicated that this was not a problem. An equal portion indicated that they were usually comfortable, with the remainder (13%) indicating discomfort. Of those who were uncomfortable, most had not considered leaving KVCC.

Students were then asked if they were concerned in general with the racial makeup of the KVCC faculty, staff, or student body. Two-thirds of respondents indicated that they were at least minimally concerned, with almost 20% having considered leaving due to their concerns.

In order to move beyond student perceptions to examine the prevalence of more overt forms of racism, students were asked if they have had any unpleasant experiences as a student at KVCC which they felt were motivated by racist attitudes. In response, almost one-third (31%) indicated that they have not had these experiences. When asked to identify the source of these experiences, 48% were tied to faculty, 30% to staff, and 22% linked with students. Beyond the term of unpleasant, no reference was made to determine the dimensions of the experiences.

Again, as Black students comprised a large portion of respondents, responses considered separately differed only slightly from those of the total group. However, in both the areas of social contacts and comfort levels, a greater proportion of Black students indicated that they had considered leaving KVCC due to concerns in these areas. This same pattern emerges in the areas of racial perceptions and experiences, although Black students were slightly more likely to express a concern regarding racial perceptions than total respondents.

Responses of Hispanic students to instructional barriers items differed from total responses in several key areas. First, while Hispanic and total responses indicated similar levels of concern

and satisfaction with the opportunity for social contacts, Hispanic responses indicated that a smaller proportion have considered leaving KVCC due to their dissatisfaction. Items addressing levels of comfort in a mainly White classroom followed the same pattern. On the other hand, responses of Hispanic students indicated a much lower level of overall concern with perceptions of racial tension and racism. However, the proportion of reported unpleasant racial experiences was almost identical.

Current KVCC minority students were also asked to respond to a series of questions addressing academic preparation. Awareness of and success with remedial course offerings was also examined.

Fully 75% of respondents indicated that they felt they were adequately prepared for college courses. However, with 15% not sure if they were prepared, and 10% probably or definitely not prepared, a group as large as 25% may have a problem with academic preparation.

In terms of remedial coursework, one-third were not aware that KVCC offers a variety of remedial courses. Further, 27% indicated that they have taken remedial courses at KVCC. However, these only accounted for 32% of those indicating a potential problem with academic preparation. This may point to a situation where there is a breakdown between perceptions of inadequate preparation and pursuit of remediation services.

Responses from Black students in the area of academic preparation didn't differ significantly from total responses. On the other hand, some responses from Hispanic students in the area of remediation differed considerably from the totals. Hispanic students were not only more aware of remedial opportunities, but a larger proportion had actually taken remedial courses.

Overall, responses point to a situation where a number of Black and Hispanic students feel that their preparation for college may have been less than adequate. Further, many of these individuals were not taking advantage of available remediation opportunities.

A total of 73 current Black and Hispanic KVCC students responded to a series of open-ended questions. All had responded to the set of structured questions. Specifically, students were asked to provide information regarding activities they find most and least enjoyable at KVCC as well as ways that attending KVCC has changed them personally.

Responses in the area of most enjoyable activities provided a fairly consistent set of responses, with many mentioning that they found specific classes or instructors most enjoyable. This was followed by those mentioning socialization and the instructional process in general.

Interestingly, most frequently mentioned as the least enjoyable activity was identical to that specified by many as most enjoyable, that being specific classes or instructors. Other responses included: the lack of social activities, few Blacks (students, faculty, or staff), and college facilities.

The item regarding personal changes attributable to attending KVCC generated the most broadly ranging set of responses. Mentioned most frequently was improved self confidence followed by increased social comfort and self-understanding.

Overall, a consistent theme across items was the idea that KVCC plays a significant role as an agent for social contact among minority students.

To complete the set of open-ended items, students were asked about their general impressions of KVCC. First, students were asked how they felt about KVCC and why. The majority of responses indicated that students did like KVCC, although a substantial number indicated they didn't. Mentioned by more than one student were low cost and a concern for individual students. Although fewer dislikes were mentioned, a greater number of comments were offered. Most frequently cited dislikes centered upon negative attitudes in the Financial Aid Office. This was followed by faculty attitudes and the bus service.

A second question asked students what their concerns were and what KVCC could do to make their college experience more positive. The most frequently mentioned response to this question was increased numbers of minority staff. This was followed by those who would like to see an improvement in faculty and staff attitudes.

In summary, responses of current KVCC students suggest a concern with the amount and types of social contact at KVCC. This is supported not only by examining responses to specific items mentioning social contacts, but also by examining student responses in a less structured format. However, when asked under a more open format how they felt that their college experience could be enhanced, numbers of minority students as well as faculty and staff emerged as concerns. Taken together, these concerns also fall under what could be described as the institutional environment.

Potential Adult Minority Students:

In order to gain a well rounded perspective about potential adult minority students, minority adults residing in the local community were surveyed. A total of 108 responses were collected from these individuals with 68% representing Blacks and an average age of 27.7 years. This group was clearly comprised of individuals older than other research populations.

Of these 108 respondents, 99 indicated that they were interested in attending college, while 83 planned to enroll within the next five years. When asked to specify where they planned to attend, almost two-thirds mentioned KVCC.

As a group, minority adults perceive finance as a major barrier to college attendance, with 96% indicating cost considerations were important in deciding whether to attend college. Most frequently cited were tuition and books as well as a general inability to meet additional expenses.

In terms of impact, 57% indicated that the cost of going to KVCC prevented them from attending. When asked if the availability of adequate financial aid would lead them to enroll at KVCC, 85% responded that it would. Where adequate aid would not lead to enrollment, family concerns and the impact of financial aid upon continued receipt of AFDC dollars were mentioned.

In the area of awareness, almost one-half of respondents indicated that they didn't know that financial aid is available for most students who need it.

In all, minority adults see cost considerations as comprising a major dimension of the decision to attend college. Specific areas of concern were identified as tuition and books as well as a general inability to meet additional expenses. On a group specific basis, Hispanic respondents see cost as playing a larger role than Black respondents.

Due to being removed from an academic setting for varying periods of time, it was anticipated that minority adults would perceive the institutional environment differently from those with more current academic ties.

Almost 68% of minority adults indicated that they were not concerned with having the opportunity for social contacts at a community college. Of those concerned, 25% indicated that their concerns would prevent them from enrolling at KVCC.

Almost three-quarters provided responses indicating a concern with the makeup of the KVCC student body in terms of racism or racial tension. Additionally, 21% of these respondents said their concerns would prevent them from enrolling at KVCC. In this case, increased numbers of minority students and staff were suggested.

Greater than one-half of respondents said that they definitely would be comfortable in a classroom situation where most of their fellow students were White. Fully, 40% of those indicating any discomfort, however, would be prevented from enrolling due to their concerns. Again, increased minority enrollment was suggested.

Overall, responses of Black individuals differed little from total responses in terms of level of concern. However, Blacks were more likely to indicate that their feelings would prevent them from attending. On the other hand, Hispanic responses pointed toward a greater concern with the opportunity for social contacts and less concern with racial tension and classroom composition. Further, a substantially reduced proportion indicated that their concerns would actually prevent them from attending KVCC.

In the absence of recent contact with the educational system, it was expected that minority adults would be concerned with their level of academic preparation relative to potential college attendance. Slightly greater than one-half of respondents indicated confidence in their level of preparation for college courses. An even greater proportion (73%) indicated concern regarding their preparation, with 25% indicating that their concerns would prevent enrollment.

Minority adult's perceptions of KVCC remedial offerings were also examined. In terms of awareness, a surprising 72% were unaware that KVCC offers a variety of remedial courses. However, 80% indicated that they would be willing to enroll in remedial courses if necessary. It appears that, in this case, visibility may be an issue.

Black respondents indicated a greater degree of confidence in their academic preparation than Hispanics. Blacks also seemed more concerned with their preparation to the point where almost one-third would be prevented from enrolling. On the other hand, Hispanic respondents were less likely to be prevented from enrolling due to their concerns. Further, while 83% of Hispanic respondents said they would be willing to take remedial courses if necessary, only 20% were aware of the extensive remedial offerings at KVCC.

KVCC Graduates:

A total of 50 KVCC minority graduates were contacted and responded to a series of questions. These questions were designed to focus upon their experiences as a minority student at KVCC by focussing upon the three barriers of academic preparation, institutional barriers, and financial concerns. Also included was an item allowing respondents to identify experiences which functioned to help or hinder progress toward completion of their program of study.

Of those KVCC graduates responding, 37 were Black and 13 were Hispanic. Included in these totals were two individuals refusing to respond due to negative feelings toward KVCC.

The first item asked respondents to assess the impact that their level of academic preparation had upon program completion. Most respondents indicated that their preparation was adequate.

Others offered responses qualified in terms of being prepared for KVCC specifically and being prepared only after enrolling in remedial courses.

A second item looked at the institutional environment at KVCC. In this case, graduates were asked to consider the ways that KVCC services and attitudes of faculty and staff had helped or hindered their academic progress. Responses to this item took three distinct forms. First, several positive comments were offered regarding the helpfulness of counseling staff, faculty, and Downtown Center staff. Second, a number of negative comments were received centering on a perceived difficulty of faculty and staff in dealing with minority students. Third, many respondents took a neutral stance regarding services and attitudes, while others indicated that they didn't use KVCC services.

The third major item addressed by graduates was the area of financial concerns. Specifically, KVCC graduates were asked about the impact of financial concerns upon program completion, as well as the assistance that KVCC might have provided. Most respondent indicated that finance did play a role in completion of their degree. Further, a large proportion indicated that they received some form of financial aid while enrolled at KVCC.

The final item dealt with other experiences that KVCC graduates felt may have functioned to help or hinder program completion. This item was included to allow respondents to offer responses independent of the three barriers. The most frequently cited responses to this item were a lack of peer or mentor relationships, which are vital components of the institutional environment. For remaining responses, negative experiences predominated. These centered upon perceived racist experiences, staff insensitivity, program stress, and feelings of isolation.

In almost all cases, group specific responses did not differ appreciably from total responses.

Advisory Committee Recommendations

The Metropolitan Life Minority Research Advisory Committee was a 14 member group formed during the initial stages of this study. Members were drawn from the groups under study (Blacks and Hispanics) and represented a broad range of backgrounds with an interest in race relations and/or education. Members included staff of human service agencies, individuals affiliated with educational institutions, and KVCC students.

The Advisory Committee functioned to assist with the present research in three ways. First, these individuals served as a sounding board for early ideas. This consisted of reviewing and interpreting historical KVCC data and suggesting approaches to research questions. Second, Advisory Committee members played a large role in the collection of data from high school students, minority adults, and parents of high school students. Perhaps

the most vital role played by Advisory Committee members was that of reviewing and interpreting findings and formulating recommendations. Advisory Committee recommendations were mainly organized around the research perspective of barriers to minority access and success, including financial concerns, the institutional environment, and academic preparation. In addition, a fourth category of other recommendations was offered.

The area of financial concerns was seen as a very straightforward area from the perspective of Advisory Committee members. Basically, the cost of attending KVCC was seen as an expense that drew from an individual's income base that was already relatively thin. The specific cost of tuition and books mentioned repeatedly by respondents was seen as a reflection of this unwanted expense exacerbated by the immediacy of payment. Some Advisory Committee members also suggested that to minimize a student's dollar investment, KVCC may want to consider limiting the frequency of textbook changes as well as examine the cost of books for specific subject areas as compared to other local institutions.

By far, most Advisory Committee comments and recommendations focussed upon the institutional environment. These comments were of three types. First, many comments addressed the structural changes that KVCC could implement that would assist the minority student. Of these, the most frequently mentioned was that of increasing the minority presence on campus. To accomplish this members recommended increased numbers of minority faculty and staff as well as ensuring that minorities continue to be represented on the KVCC Board of Trustees. Specifically mentioned as an area for increased numbers of minorities was counseling services. This was seen as resulting in the potential to offer much needed personal counseling in addition to academic counseling. Further, to accomplish the often difficult task of attracting minority faculty and staff to community colleges, it was recommended that flexibility in classification and wage guidelines be considered.

A second suggested structural change centered upon the establishment of a minority student affairs office, similar to four year institutions. It was felt that the individual in charge of this office should report directly to the President or a member of the President's Cabinet. In addition, it was felt that this office should be funded as part of the ongoing KVCC budget so as to avoid vulnerability to variations in the availability of grant dollars.

The final suggested structural change centered upon career development and assessment services. In response to a lack of career and academic direction indicated by high school and KVCC students, Advisory Committee members were pleased to learn that a comprehensive academic assessment service had been established at KVCC (ASSET Program). However, they felt that perhaps minority students would be better served by pairing this service with a

career development service, with some members suggesting that this might well be required along with currently required academic assessment.

The second set of Advisory Committee comments regarding the institutional environment centered on the area of support services. In this area, most frequently mentioned was the idea of creating a program to encourage the development of mentor/mentee relationships. Suggestions as to the form that this relationship could take were extremely varied and well thought-out. These included recommendations that faculty and/or staff could fill the role of mentors as part of their compensated responsibilities. In this sense, an individual would establish and maintain contact with their assigned mentees, maintaining an awareness of events impacting both their academic and personal situations. It was also felt that KVCC minority graduates may offer the potential for fulfilling the role of mentors, especially as they have successfully dealt with the same problems that their mentees may be facing. A lack of minority staff to fill the role of mentor was also offered as justification for the use of KVCC graduates. A third possible configuration for the mentor/mentee relationship centered upon the use of community individuals, especially those employed in professional positions, to serve as mentors. As these individuals may not be in a position to offer large amounts of time for this purpose, a career day or open house format was suggested.

A second suggestion in the area of support services emphasized the need for current staff to become more aware of minority student needs. In this case, recommendations ranged from a general awareness of the types of problems faced by minority students, to in-depth sessions focussed upon sensitizing White faculty and staff to the pressures faced by minority students on a daily basis.

Further suggestions for improvement of services to minority students centered upon increased on-campus activities for both minority and all students as well as better communication around these events.

Two additional areas were addressed by Advisory Committee members falling within the area of the institutional environment. First, Advisory Committee members addressed the general validity of the institutional environment concept. In this sense, members saw the institutional environment as being made up largely of the image that KVCC conveys to the minority student. They see this image as being driven by several factors, including: a. how welcome a minority student feels at KVCC, b. the presence or absence of feelings of invisibility, c. instructor attitudes, and d. potentially negative experiences with the KVCC Financial Aid Office.

A final topic related to the institutional environment which was addressed by the Advisory Committee examined the general idea of

comfort in an academic setting. Responses to this topic underlined sharp differences of opinion within the committee itself. Several committee members felt that, to a certain extent, an individual's level of comfort was tied to his or her personality, and that as personalities differed, so should levels of comfort. Others pointed out that individuals coming from high school settings with substantial proportions of minorities experience a form of shock upon entry to a program composed predominantly of Whites.

In all, the range of Advisory Committee reactions to items related to the institutional environment reflected the range of study findings.

Reactions of Advisory Committee members to the area of academic preparation pointed in two general directions. The first of these suggested that current or recent high school students are uncomfortable admitting a lack of basic skills. Further, enrollment in remedial courses is seen as an unspoken acknowledgment of this. Several methods for dealing with the discomfort associated with remediation were suggested. Drawing upon perceived isolation from other courses, it was suggested that remedial courses could be offered along with other courses in the main building. It was also suggested that remedial courses might be tied more closely to traditional academic programs and graduation.

Another method suggested for dealing with negative perceptions of remedial coursework was to enlist the support of potential role models. In this case, it was thought that inviting successful business people or community leaders into the classroom to stress the importance of basic skills may have a positive effect.

A final method for dealing with negative perceptions of remediation examined communication problems. In this sense, it was suggested that the acquisition of communications skills was a prerequisite to effective remediation. Community Learning Centers were recommended as a source for background information.

In addition to negative perceptions of remediation, Advisory Committee members also expressed concern regarding the sequencing of remedial courses offered at KVCC. In this case, more gradual transitions through remedial courses and into regular courses were suggested. It was also thought that remedial courses might be organized into a more formalized remedial program to provide a sense of progress toward goals.

Recommendations from Advisory Committee members also included items not tied to the barriers highlighted in this study. The first set of these fell under the area of community relations and included the need for KVCC to increase its visibility in the minority community, perhaps through increased public information, both internal and external to the institution. Also mentioned was the need for KVCC to develop linkages with other community agencies concerned with race relations. In this case, the

Community Relations Board of the City of Kalamazoo was recommended. Similarly, it was suggested that The Center for Interracial Understanding may be in a position to provide useful information. Finally, one member felt quite strongly about the positive value of having influential and popular speakers, such as Cesar Chavez, visit KVCC.

Another set of recommendations offered by Advisory Committee members focussed upon high school students. The first of these examined the idea of KVCC's visibility in local high schools. It was thought that an increased visibility may well serve to offset the negative image of KVCC held by some local high school students. Related to the area of visibility, as well as personal development, some Advisory Committee members thought that an "Upward Bound" type of program for high school Juniors and Seniors may prove beneficial.

From an operational perspective, Advisory Committee members offered several suggestions. These basically centered upon bus and child care services. Considering first bus services, it was suggested that student access to KVCC would be enhanced by increased frequency of scheduled runs and longer hours of operation. It was also suggested that KVCC Play Center policy be modified to allow service to those with younger children.

Finally, Advisory Committee members expressed appreciation to KVCC for carrying out this study and for seeking their opinions and reactions. Further, they expressed an interest in the next steps to be taken.

In all, recommendations and suggestions offered by the Metropolitan Life Research Advisory Committee not only supported research findings, but provided valuable direction.

SUMMARY

This study was designed to address the issue of KVCC's effectiveness in assisting minority students to achieve their educational goals. While this task was difficult to conceptualize, movement was possible only after narrowing the focus to Black and Hispanic individuals with an interest in education.

As an initial step, KVCC historical data regarding minorities was examined. This revealed imbalances between minority enrollment and graduation as compared to each other as well as to service district characteristics.

Following a careful review of work previously done in the area of minorities in higher education, combined with the narrowed focus, agreement was reached regarding research parameters. These parameters were established through a decision to focus upon the concept of barriers to minority access and success. Three general types of barriers were identified. These included inadequate academic preparation, financial concerns, and an

institutional environment not conducive to learning by minorities.

To determine if these barriers were having an effect upon minorities at KVCC, data was collected from several different populations. KVCC students and graduates were surveyed to determine the impact of barriers upon those with current or previous ties to KVCC. High school students and minority adults were surveyed to determine if the barriers, or perceptions of them, were having any effect among potential students. Parents of high school students were also surveyed.

Research findings pointed to the situation where all barriers seemed to have at least some effect. Financial concerns seemed to have a substantial impact upon all populations, while the impact of academic preparation was reported to be strongest among minority adults. As the institutional environment was defined by a broader range of indicators, results pointed in several different directions, with different populations affected in different ways.

To help make the transition from research findings to application, members of the Metropolitan Life Research Advisory Committee were called upon. These individuals provided a form of independent validation of findings that would have not been possible otherwise. They further provided project staff with concrete action based recommendations for addressing specific problems.

In total, the work presented in this report represents an intensive examination of an extremely complex area. While the product of work such as this is necessarily complex, it is vital that a perspective be maintained that acknowledges a commitment to providing equitable educational opportunities.

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MINORITIES AT KVCC

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INTRODUCTION

On December 24, 1985 Kalamazoo Valley Community College was awarded \$10,000 by the Metropolitan Life Foundation to examine minority enrollment.

This research was proposed and carried out in response to inconsistencies across the areas of community, enrollment, and success demographics that have surfaced in recent years at KVCC.

While equity and access represent broad concerns at the state and national level as well as locally, the object of the present research is the community which represents the KVCC service district. This is not intended to ignore the importance of such national trends, but rather to acknowledge the value of locally focussed and defined efforts. In recognition of this, as well as a limited pool of resources, data collection emphasized a locally focussed inquiry highlighting the dynamics of structural and attitudinal barriers to enrollment and success.

THEORETICAL PERSPECTIVE

A great deal of the literature concerning minority access to and success in post-secondary institutions focuses upon the four-year institution. While the community college varies structurally from this setting in many ways, useful insights can be gained from a broad review of available literature. The present review

was designed with this understanding in mind but, at the same time, retains a perspective on the research focus.

Barriers to Admission and Retention:

It is widely accepted that to gain a thorough understanding of differences in learning across groups, one must look beyond the immediate learning situation.

A study carried out by a joint task force of the State Board of Education and the Michigan Equal Employment Opportunity Council (1982) identifies concerns such as inadequate math and writing instruction, counseling, program placement, and racial prejudice as barriers impacting the college admission of minority high school graduates. The present study borrows from this perspective the idea of barriers and expands its use to the area of retention as well. This is done in recognition of the limited impact that a community college may have upon pre-college preparation and development. This is not intended to minimize the impact of academic preparation, nor to downplay the value of corrective efforts. Rather, accepting the barriers concept allows community college educators to develop a proactive perspective by understanding where students are at the time that they enter college, and not become distracted by how they reached or failed to reach certain levels. Further, the concept of barriers is not limited to the area of academic preparation. With a focus upon the obstacles a student faces prior and upon

entry to the college setting, the present study centers around the barriers of financial concerns and the institutional environment as well as academic preparation.

ACADEMIC PREPARATION:

In a report by the National Commission on Excellence in Education (1983), education in the United States was seen as falling behind that of other nations. In fact, the report went on to say that:

"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." (p. 5)

As evidence of movement in this direction, the report points to high illiteracy rates for both youth and adults - perhaps approaching 40% among minority youth, lower scores on standardized tests given to high school students, and increasing emphasis placed upon remedial training in four year colleges, military settings, and business. In addition to the impact of an increasingly illiterate citizenry, other impacts of this movement include less emphasis upon higher level cognitive skills and a lessened appreciation for arts and humanities.

From the perspective of minority higher education, one impact of this growing illiteracy is the disproportionate numbers of minority high school graduates who are not adequately prepared to

enter college (Joint Task Force, 1982). This impact is most severe in the case of predominantly minority public schools with fewer resources than schools serving majority students. Further, majority students often have at their disposal resources outside of the public education system to offset deficiencies. In a discussion of barriers to minority higher education, Altman and Snyder (1970) also point out that the worst barrier is the high school education itself. They illustrate this impact by examining the high drop-out rates for predominantly Black and Chicano high schools in Los Angeles.

To offset this unfortunate situation of inadequate preparation, the National Council on Excellence in Education recommends that high school graduation requirements be modified to include more stringent criteria. These criteria have been designated as the "Five New Basics" and include: four years of English, three years of Mathematics, three years of Science, three years of Social Studies, and one-half year of Computer Science. In addition, two years of foreign language in high school is recommended for those planning to attend college. In the area of higher education, other recommendations were made including an adoption of "more rigorous and measurable standards", higher performance and conduct expectations, and higher admissions requirements for four-year colleges.

In summarizing a report by the Southern Regional Education Board (SREB) Ebersole (1986) examined reasons for declining enrollments

of Blacks in higher education. Noting that enrollments have been declining since 1976, SREB points toward differences in the quality of academic preparation between the White and Black college-going populations to explain the decline. Financial aid programs were also identified as inadequate. Further, SREB pointed out that the percentage of Blacks graduating from high school has been declining and postulated that: "to raise the level of college-going young Black students, the percentage of Black students who graduate from high school must increase, and those who graduate must experience an increase in the quality of academic preparation they receive."

To both increase Black college enrollment and to improve the quality of higher education, SREB points toward several methods to improve academic preparation. These methods include early intervention programs which identify students with inadequate preparation, additional assistance provided after school or during the summer, and early placement testing programs paired with specialized instruction.

Edwards (1986) examined problems experienced by Hispanics in terms of access, program choice, and retention. In order to move in the direction of resolving these problems, she suggests the development of a typology of Hispanic college students, based upon linguistic differences. Edwards notes that those Hispanic students that are monolingual or Spanish dominant are more limited in program and transfer options than other Hispanic

students. She goes on to describe the increasing emphasis upon English as students pass through the English as a Second Language (ESL) program. Further, these students are expected to function in content area courses in a solely English environment. Unfortunately, preparation for this task is left mainly to English departments. The result of this is the inability of Hispanic students to make the transition from ESL to successful functioning in content areas and low retention. At Hostos Community College (New York), this situation was addressed by a project consisting of courses in health, science, mathematics, oral and written language skills, and college orientation which utilize materials from content areas. This effort is supplemented by weekly peer group tutorial sessions. In all settings, use of English skills is emphasized.

Describing the curricular dynamics of this project, Edwards suggests a focus upon specific dimensions of the college environment in light of the following questions:

1. Does the system of academic support services, such as learning labs, tutoring, etc., differentiate between linguistic and conceptual barriers to comprehension?
2. Does the counseling program incorporate a variety of models designed not only to provide support in traditional areas (advisement, financial aid, etc.) but to develop a group of significant others for the student and instill a sense of

belonging in what may often be a culturally alien, if not hostile, environment?

3. Do the diagnostic testing procedures distinguish between students requiring ESL, students with first language interference, and students requiring remediation in English?
4. Do our articulation agreements promote and encourage the transition from community to senior college, or is transfer an exercise of frustration and anxiety?
5. What is the extent of our commitment to provide the Hispanic student with faculty role models across the disciplines? Do we accept the premise that high tenure ratios, shrinking resources, and the limited pool of candidates in high demand areas make recruitment of Hispanic faculty difficult if not impossible?

In describing the Minority Engineering Program at Penn State, Davis (1986) noted that preparation in math, algebra, and trigonometry is a problem for most minority students. He links this situation with the quality of elementary and secondary education received by Black and Hispanic individuals, eventually affecting access and success in higher education. This is supported by Bunzel (1985) who points out that math preparation for the United States as a whole is inadequate in that in 1980 only one-third of high schools required more than one year of math to graduate and

that less than one-third taught calculus.

To offset the problem of minority retention, Penn State developed the Minority Engineering Program. In terms of academic preparation specifically, an eight week Pre-Freshmen program is offered to entering minority freshmen in the summer prior to initial enrollment. Basic study skills as well as focussed instruction in algebra, trigonometry, and English composition are offered. Further, a course in basic study skills is required of all freshmen during their first semester. These efforts are followed-up by a system by which minority student academic progress is monitored.

Comments offered by M. Carl Holman (1986) support the importance of early training in the area of mathematics. He discusses the concept of "Family Math" where training methods utilize familiar objects and involve families working and learning together. He also notes other programs operating independently where the focus is early education with a family focus.

Some of the most exciting work in the area of academic preparation is being undertaken in Kalamazoo at the present time. Conceived in response to distinct differences in scores between White and minority students on standardized tests, a project entitled "Community Based Education for Minority Student

Achievement" received a total of \$340,000 from the Kalamazoo Foundation on September 13, 1985.

According to the project planning group, major program components include: a. development of minority student tutorial centers based in the community, b. creation and implementation of a minority student self-image development program, c. development of a community-based parent assistance program to assist home reinforcement of academic experiences, and d. coordination of an effort to consolidate all community efforts and programs that currently exist to support academic development of minority students into a unified community thrust. This effort would not eliminate individual organizations, but would coordinate efforts of all organizations for greater effectiveness.

The positive elements of this project are evident. First, it recognizes the conceptual and practical linkages between intellectual, personal, and social development. Second, it is broad ranging enough in its conception to adequately address that portion of its mission relating to coordination of other community efforts. Finally, it is funded at a level adequate to ensure that potentially valuable avenues will be explored.

It is clear that academic preparation for college is less than adequate for many individuals. In the case of minorities, the problem appears even more serious. A number of different remediation efforts are taking place at the college and

pre-college level, which should only serve to help offset existing problems. However, it seems that only through efforts directed toward current elementary and secondary school students can we expect to offer both an adequate and equitable level of preparation as well as eventual post-secondary success.

INSTITUTIONAL ENVIRONMENT:

One of the earliest studies examining the impact of the environment upon intellectual development was carried out by Skeels, Updegraff, Wellman, and Williams (1938). These researchers found that the negative impact of institutional life on young children was offset by intense interpersonal contact. Since this landmark work, many researchers have documented the effect of the social, emotional, and early educational environment upon cognition and educational achievement (i.e. Hess and Bear, 1968; Hunt, 1961). Recognizing this link between learning capacity and development is the first step in moving toward an understanding of the different levels of academic preparation observed in secondary and postsecondary settings.

The concept of the college institutional environment has been approached from a variety of perspectives. At one extreme is the factual approach utilized by the College Board in their publication describing over 3,000 colleges and universities. In addition to basic information describing academic offerings, student characteristics, and admissions criteria for individual

institutions, a brief section on student activities, athletics, and services is presented.

The other extreme of perspectives on the institutional environment is characterized by the College Student Questionnaires (Educational Testing Service, 1965) and the Student Reactions to College instrument (Educational Testing Service, 1974). Both instrument sets utilize a pre/post test methodology to address a complex set of student characteristics, attitudes, and expectations as both variables and products of interaction among variables.

As illustrated by the above two extremes, it is clear that the institutional environment can be conceived from a wide range of conceptual perspectives. However, instead of attempting to determine which is more valid, it may be best to take a more practical approach and consider the concept as part of a larger question focussing upon an intended application. With this approach both perspectives retain validity, with highly factual information of great use to future college students attempting to determine which institution would best meet their needs. The detailed questionnaires would be of interest to the student of organizational processes with a more theoretical orientation.

It is through this idea of intended application that the concept of institutional environment becomes germane to the issue of minority access and retention. With this approach, the question

then becomes "what dimensions of the institutional environment impact upon minority access and retention?". In response to this question, writers considering the issue of minorities in higher education often point toward the racial prejudice and discrimination that is unfortunately present to some degree in all organizations. This work is characterized by authors such as Sowell (1972) who combine a highly personalized perspective with concrete suggestions. Others, such as Edwards (1970), have emphasized the more violent dimensions of the civil rights movement and offer a negative prognosis for future race relations.

Recent events illustrate that racism is still part of the institutional environment, although, in some ways, in more dangerous forms. As noted by Schatzman (1987), blatant, sometimes violent, racial incidents have been reported during the last 18 months at Dartmouth, University of Massachusetts, University of Massachusetts-Amherst, Smith, Mount Holyoke, Brown, Wellesley, Tufts, Yale, Northern Illinois, University of Michigan, and University of Texas. As unacceptable as these incidents are, in the long run they may prove to have less impact upon the attraction and retention of minorities than other, more subtle, forms of racism. As reported by Simpson (1987), events such as exclusion from study groups, insecurity about the admissions selection process, and the perception of non-minority students that lower standards were used in the admission of minority students all burden minority students and are traceable to a racist environment. Compounding the impact of this subtle racism is the idea

that it is often imperceptible to non-minorities. Louis (1986) implies that this may be due to today's college students being more conservative and interested in personal matters such as career goals and extra curricular activities.

Beyond this familiar response, many authors suggest a combination of structural and attitudinal variables. In describing the supportive environment of Black colleges, Flemming (1985) has identified three elements. First, opportunities for friendship need to exist . These friendships should not be limited to peers, but should also include individuals capable of being viewed as role models such as teachers, staff, and counselors. She also notes that informal relationships with these role models are a valuable source of support. These relationships perform a buffering function by allowing the opportunity to discuss problems, which leads to a lessened vulnerability to stress.

Second, Flemming describes the supportive role played by the opportunity to participate in campus life. This, she contends, is related to the adolescent need to "participate, to be seen, and to be recognized" (p. 152-153). This is directly linked to the opportunity to assume a leadership role in campus organizations and activities. On White campuses, where opportunities for minorities to participate may be more limited, the potential exists for feelings of abandonment, being rebuffed, and inhibition.

Further, Flemming identifies the opportunity to feel a sense of progress and success in pursuing academic interests. At risk in this case is the development of self-esteem and personal identity, which impact, at minimum, the Black student's academic motivation.

While recognizing the need for development of a supportive environment in White colleges, Flemming recognizes that differences exist between Black and White colleges and further that poor racial interaction is not supported in isolation by White educational institutions. Although it would be a mistake to presume that the positive and supportive dimensions of the Black college environment had nothing to offer the White college in terms of developing its own support structure, it would also be inappropriate to assume the environment of the White college could provide an equal degree of support. To this extent, Flemming identifies institutional abandonment, isolation, and bias in the classroom as contributing to a hostile interpersonal climate often found in White colleges. To address this situation, she identifies the following needs: more black faculty and staff members, a maximum amount of Black students, curricula relevant to the Black experience, and responsive counseling services.

Willie and McCord (1972) have also examined the concept of institutional environment. They focussed upon the lack of trust between Black students and White faculty, course materials which are not culturally relevant, the perceived questionable value of

the education/job connection, and the lack of adequate social opportunities where numbers of Black Students are low. While concerns in the areas of course materials and social opportunities can be dealt with from a structural approach for the most part, the issues of faculty/student trust and future employment perceptions present a more complex set of problems. In these areas the authors point to the role of the Black Advisor as performing a sort of "holding operation" by supporting the Black student until the institution can demonstrate that it is trustworthy and reliable.

A recent publication of the Michigan Department of Education (1986) also pointed out the important role played by college faculty and staff. In this case, minority faculty and staff were envisioned as vocational salespersons in providing a cultural link between the institution and the local community, as well as culturally relevant role models and mentors.

Clearly, most authors believe strongly in the impact of the institutional environment on the ability of a college to attract and retain the minority student. The dimension of social contacts, ranging from peer friendships to mentor relationships, plays a large role in the success of minorities. Also, tied to the concept of the institutional environment is the vicious and formidable reality of racism which persists in both overt and subtle forms on our campuses. From an action perspective, it seems that the task at hand is to take a close look at our

institutions with an eye toward both the sources and products of racism and move toward positive change. At the same time, it seems that there are options in the area of social relationships that could be explored.

FINANCIAL BARRIERS:

Numerous authors have pointed to the general area of financial need as one of the most important factors affecting minority access to a postsecondary education.

Evans (1985) looks at the convergence of several factors, including the availability of and eligibility for federal financial aid, lack of confidence in the financial return on the college investment, and movement away from affirmative action and civil rights initiatives at the federal level to explain the basis of financial concerns.

Samuels (1985) examines the impact of financial aid upon retention noting a dropout rate twice as high for Black students not receiving financial aid as those receiving it. Further, he points out that the negative effect of decreasing federal dollars is exacerbated by the large number of minority students who fail to pursue financial aid due to being unaware of its availability. This is supported by the findings of the Joint Task Force of the State Board of Education and the Michigan Equal Employment Opportunity Council (1982). This task force reviewed the entire

process by which financial aid is processed and found improvement is needed in both the dissemination of information regarding sources and the requirements of financial aid programs as well as completion of the application process.

A study undertaken by the Ford Foundation Commission on Minorities in Higher Education (Astin, 1982) indicated that minority freshmen not receiving financial aid must hold outside jobs. This is supported by the finding that two-fifths of minority freshmen entering college in the mid-1970s reported major expenses and debt with many contributing to the support of their parents and/or functioning as single parents/heads of household. Also mentioned was evidence illustrating the negative impact of working more than half-time at an off campus job. This was consistent with earlier work by Astin (1975) which pointed out the positive impact participation in Work Study had upon the academic persistence of college students, particularly women and Blacks. This impact, however, was most consistent among students from middle income families.

Examining findings from the Educational Equity Project, Bailey (1985) pointed out that the families of almost one-half of Black college-bound seniors had annual incomes of \$12,000 or less compared to 10% of college-bound White seniors. She also mentioned that Black students receiving financial aid were found to be twice as likely to stay at four-year institutions as those not receiving financial aid.

From the perspective of availability, Wilson and Melendez (1985) note that the impact of the current federal administration on grant funding has lead to a 19% reduction in total financial aid dollars. This federal opposition to grants has led to a situation where loans have surpassed grants, on a national basis, as the most frequently received form of financial aid. In fact, as reported by the American Council on Education (1986), a recent study by the College Board found that the distribution of financial aid dollars shifted from 17% loans in 1975/76 to 50% loans during 1985/86. The impact of this shift is described by Astin (1987) who points out that research evidence exists which suggests that reliance upon loans instead of grants may lead to the decision to drop out of college.

Also concerned with the total financial aid picture, the College Board reports a total of \$21 billion available from federal, state, and local sources during 1985/86. This represents a 23% increase over 1980/81. However, they note that adjustments for inflation result in an actual three percent decrease in available funds.

Perhaps the most accurate interpretation of the dynamics of financial concerns relative to academic persistence and performance is offered in a study conducted by the University of Chicago (Associated Press, 6/22/87). Examining local demographics and ACT scores, researchers found that the income-academic performance link was extremely clear in secondary schools with high

proportions of minorities. This implies that long-term resolution of the academic problems traceable to financial concerns may only be possible as movement is made toward dealing with broader economic equity issues.

It is clear that the impact of financial concerns upon minority access and retention is both widespread and serious. While the level of dependence placed, by current as well as potential minority students, upon financial aid is substantial and growing, the amount of real dollars available is shrinking. This situation is aggravated even further by the complicated procedures tied to application for financial aid as well as the debt potential associated with increasing emphasis being placed upon loans. Together these events highlight the area of financial aid as a substantial barrier to minority access and retention.

Summary

Based upon the preceding summary, it is evident that substantial barriers exist that function to inhibit minority access and retention in higher education.

The concept of academic preparation has been examined from a variety of perspectives. These include differences in academic opportunities in secondary settings across racial groups that can be traced to inadequate curriculum, linguistic problems, and family concerns. From the perspective of a postsecondary

institution, however, the importance of academic preparation lies mainly in the extent to which these perspectives shed light on the current academic status of the entering or current student. In this case, overall perceptions of preparation, as well as their impact upon the pursuit of further training, would seem to predominate.

Examination of the literature focussing upon the institutional environment in higher education reveals a clear linkage between personal and intellectual development. In this sense, positive contacts with others of the same race, in both formal and informal settings, were found to have a positive impact upon academic performance. Further, negative (or even neutral) contacts have been seen as personally and academically devastating. Again, the impacts of the institutional environment hold a distinct interest for postsecondary institutions.

A great deal of evidence points toward the area of finance as having a tremendous influence upon minority access and retention in a postsecondary institutions. The importance of finance is even more pronounced when considered along with competing expenses and lower incomes. Seen as serving to offset the impact of these financial constraints was the availability of financial aid as well as work opportunities.

BACKGROUND INFORMATION

Founded in 1966, Kalamazoo Valley Community College has grown to the point of providing upwards of 9,000 students per semester with a comprehensive array of instructional opportunities.

In addition to program offerings in the areas of vocational and general studies, KVCC provides extensive training services to the local business and industrial community. KVCC also offers a full range of student services including financial aid, career planning, job placement, and extremely comprehensive academic assessment and counseling services.

Enrollment

During fall semester of 1986/87 minority enrollment at KVCC stood at 13.3% (see Table 1). Considered separately, the following racial groups were represented: Blacks (8.9%), Hispanics (1.0%), Asians (1.7%), and Native Americans (1.7%).

With the exception of Fall 1982 and 1983, the proportion of minority students at KVCC has ranged from 11% to 14% during the time period of Fall 1978 to 1986. In 1982 and 1983 the proportion of minority students centered around 10%.

The proportion of Black students enrolled during the same time period ranged from 6% in Fall 1982 to 9.6% in Fall 1985 with other years falling between 7% and 9%.

Comparing Hispanic enrollment in 1978 to 1986 reveals very little change from 1.0%. This grew slightly to 1.4% in Fall 1981, but then gradually tailed off to 1.2% in Fall 1985 and to 1.0 in Fall 1986.

Considered jointly, Black and Hispanic enrollments present more stable enrollment trends, fluctuating fairly consistently between 8% and 10%.

Asian enrollments also changed little between Fall 1978 and Fall 1986. Climbing to a high of 2.5% in Fall 1980, Asian enrollment ranged consistently between 1.5% and 2.0%. One area showing substantial change, most of it recent, is the area of Native American enrollment. From a low of .4% in Fall 1979, the proportion of enrollments attributable to this group rose to 1.7% in Fall 1986.

Graduates

During 1986/87 minorities accounted for 11.2% of all graduates (see Table 2). In terms of specific racial groups, Blacks accounted for 5.9% of all graduates, Hispanics 1.7%, Asians 3.0%, and Native Americans .8%.

From a historical perspective, the proportion of minority graduates has grown over the last 12 years from 3.3% in 1975/76 to a high of 11.7% in 1981/82. While a slight downturn in the proportion of minority graduates occurred in 1983/84 and 1984/85, the trend appears to have reversed.

Individually, graduates by racial groups present a more variable picture. The proportion of Black graduates ranged from 2.3% in 1976/77 to 7.8% in 1981/82. Recent proportions of Black graduates have fallen between 4% and 6%. Hispanic graduates have shown definite, although variable, increases since 1975/76. In 1975/76 the proportion of Hispanic graduates was .3%, representing one individual. By 1983/84 the proportion of Hispanic graduates had climbed to 2.6%, dropping to 1.3% in 1985/86. Considered together, Black and Hispanic graduates accounted for a low of 2.9% in 1975/76 to a high of 9.1% in 1981/82.

Presenting the most variable picture is the proportion of Asian graduates. At .3% (one individual) in 1975/76, the proportion of Asian graduates ranged up to 3.7% in 1985/86. Also somewhat variable, the proportion of Native American graduates has grown from 0% in 1975/76 through 1977/78 to a high of 1.0% in 1981/82.

Service Area Characteristics

In an attempt to provide an interpretative framework for both minority enrollment and graduates, census data was assembled

focusing upon the KVCC service area. Drawing from cross sectional data collected by the Census Bureau in 1970 and 1980, annual levels of estimated minority representation were developed (see Table 3). These estimates revealed that between 1975/76 and 1986/87 a decrease of 4.3% in the proportion of Whites was offset with an increase in the proportion of minorities.

In terms of specific changes, the proportion of Blacks has increased from 6.1% in 1975/76 to 9% in 1986/87. Consistently, Hispanics have increased from 1.0% to 1.6%, Asians from .3% to 1.0%, and Native Americans from .two to .4%. Together, the proportion of Blacks and Hispanics increased from 7.1% in 1975/76 to 10.5% in 1986/87.

Dramatic increases have also been noted in the proportion of minorities served by local schools. The largest school district in the KVCC service area, Kalamazoo Public Schools, reports an increase of 25% in its minority student population over the last 10 years. Moving from a level of 24% in 1975, in 1985 minorities comprised 38% of the student population (Walters, 1986). School officials see this as traceable to both declining White birth rates and broader city/county demographic shifts. Further, officials report a "demographic bulge" moving through the school system that is currently in the sixth through ninth grades. At those grade levels the proportion of minority students ranges from 42% to 46.5%. This could very well lead to substantial

increases in the proportion of first year KVCC minority students from 1990 through 1993.

Community Representation

Racial characteristics of the KVCC service area were examined in order to gain an understanding of the level of consistency between institutional activity and composition of the local community.

Illustration A addresses the idea of consistency from the perspective of all minorities. From 1975 to 1986, the proportion of the Kalamazoo County population accounted for by minorities rose from approximately 8% to 12%. While enrollment data by race is unavailable for 1975 through 1977, only during 1982 and 1983 did the proportion of minority enrollees fall below that found in the local community. In other years the proportion of KVCC enrollment represented by minorities exceeded the local community by 2%. An examination of the proportion of minority graduates, however, points in a less positive direction. In 1975 minorities accounted for just over 3% of all graduates, a difference of almost 5% from the local community. This rose steadily over the next four years to the point where in 1979 the proportion of minority graduates was at 10.5%, exceeding the community proportion by more than 1.0%. In subsequent years the proportion of minority graduates has varied resulting in its 1986 level of

slightly less than the proportion of minorities in the local community.

Illustration B looks at the relative proportions of Blacks in the local community, enrolled at KVCC, and graduating from KVCC. Since 1975 the proportion of Blacks in Kalamazoo County has grown from 6% to 9%. Available enrollment data indicates that the proportion of Black students at KVCC was above community proportions, fluctuating around 8%, between 1978 and 1980. Dropping to a low of 6% in 1982, enrollment of Black students then climbed to almost 10% in 1985, then leveling off to 9% in 1986, consistent with community proportions. With proportions ranging from 2.5% to almost 8%, Black graduates present a more variable picture. In fact, with the exception of 1979 and 1981, where the proportion of Black graduates equalled community proportions, the proportion of Black graduates has been consistently lower than both community and enrollment proportions. Remarkable gains that were evident between 1977 and 1979, when the proportion of Black graduates rose from 3% to 7%, were offset by an equally strong decline between 1981 and 1983 that left the proportion of Black graduates just .5% above the 1977 level. While steady increases are evident since 1983, ranging from .5% to slightly more than 1% annually, the proportion of Black graduates in 1986 remained approximately 3% lower than the proportion of Blacks in the community.

Addressing the Hispanic population. Illustration C also looks at relative proportions of enrollees and graduates as well as community proportions. According to census based estimates, the proportion of Hispanics in Kalamazoo County has grown from 1.0% in 1975 to 1.5% in 1986. From 1978 through 1980, the proportion of Hispanic enrollees fluctuated between .75% and 1.0% before climbing above the proportion of Hispanics in the local community in 1981 at 1.4%. Following that, increases in local proportions were matched by movement of equal magnitude but in the opposite direction for Hispanic enrollment. This has culminated in the situation where 1986 shows Hispanic enrollment at 1.0% while the proportion of Hispanics locally has climbed to 1.5%. Presenting an even more interesting picture is the historical pattern of Hispanic graduates. At .3% in 1975, the proportion of Hispanic graduates grew to greater than 1.0% in 1978, matching the proportion of Hispanics in the local community. In 1979 this proportion dropped to less than 1.0% and was followed by an even more severe drop in 1980 to equal 1975 levels. This drop was short-lived, however, with the proportion of Hispanic graduates climbing to equal community proportions of 1.3% in 1981. This was soon followed by an even greater increase in the proportion of Hispanic graduates, culminating in a high of 2.6% in 1983. Since that time, the proportion of Hispanic graduates declined to approximate community proportions and in 1986 the proportion of Hispanic graduates corresponded to community proportions.

While current proportions of minority enrollees, graduates, and residents of the local community suggest movement towards a balancing of sorts, examination across racial groups provides a different picture. In the area of enrollment, Blacks seem to comprise a proportion of the KVCC student body exceeding or equal to their proportion found in the local community. Hispanics, on the other hand, have not been enrolled at a level consistent with local proportions and the situation seems to be worsening. Considering the proportions of graduates, the situation appears to be the opposite. While improving recently, the proportion of Black graduates is effectively one-third lower than the local community. Current levels of Hispanic graduates, although not as high as 1982 and 1983, are consistent with community proportions. At the same time that these trends highlight the uniqueness of each racial group, they may also carry implications at the policy and procedural level.

Course Success

Completion of a specific program provides an overall measure of success, for both the graduate and the institution. This success may be most effectively seen as reflecting a series of smaller scale, successful experiences at the course level. Further, from a perspective of comparing academic performance across racial groups, successful completion of coursework may prove to be a more useful measure of success as the confounding effects of

influences such as student maturation and interdisciplinary program requirements are removed. Also removed is the question of students who may meet graduation requirements but do not file a petition to graduate, transferring directly to a four-year college.

Tables 4 through 7 detail the course performance of Black, Hispanic, White, and total students. Specifically, grades of any type (including passing, failing, auditing, withdrawing, and incomplete) are compared to passing grades (greater than or equal to 2.0). This was not done to ignore other positive course outcomes, but rather in acknowledgement of the idea that most students accept the value of successful course completion at the beginning of the instructional session. Reporting the proportion earning passing grades is consistent with this perspective.

Table 4 examines the course passing rate for all students from 1982/83 through 1986/87. This table is divided into three major sections. The first section details, by semester, the total number of grades earned (all types) by discipline. Referencing the totals row at the bottom of the table, a total of 220,185 grades were earned between 1982/83 and 1986/87. The second section indicates the number of passing grades earned during the same time period. In this case, a total of 142,091 passing grades were earned. The third section compares total and passing grades and computes, by discipline, via a passing rate entitled "% Passing Grades". Overall, this revealed a passing rate of 64.5% during the specified time period.

Reviewing total passing rates it is clear that the area of health careers, specifically Dental Hygiene and Nursing, assign a greater proportion of passing grades than other areas. While those disciplines assigning the least proportion of passing grades are not as easily categorized, Foreign Language and History seem to stand out.

Passing rates for Black students are presented in Table 5. A total of 9,566 passing grades compared to 21,564 total grades compute to an overall passing rate of 44.4%. This rate is effectively one-third lower than that for all students. Again, the area of health careers appears to assign a greater proportion of passing grades than other areas, although, with the exception of Nursing and Medical Assistant Technology, total discipline grades assigned are low. Interestingly, the specific discipline of Health Careers, offering many prerequisite courses for other health programs, carried one of the lowest passing rates. While many other disciplines had lower passing rates for Blacks than for all students, a passing rate of less than one-third occurred for Accounting, Math, Health Careers, Aviation Flight Training, Psychology, Automotive Technology, Environmental Control, and Electronics.

Table 6 examines passing rates for Hispanic students during the same time period of 1982/83 through 1986/87. At 3,550, substantially less total grades were awarded to Hispanic students than Black students. However, with 2,224 of these resulting in the

assignment of passing grades, a passing rate of 62.8% is revealed. Low numbers of total students continue to present a problem in comparing passing rates across specific disciplines. Considering only those disciplines with a reasonable amount of instructional activity, Nursing and Medical Assistant Technology again rise to the top followed by Cardiorespiratory Care (Respiratory Care). Hispanic students seem to have mixed levels of success in the technical area with greater than three-quarters earning passing grades in Environmental Control, Materials Science, and Welding, and less than one-half earning passing grades in Automotive Technology and Electronics.

To summarize, evidence points to the situation where Black and Hispanic students earn proportionately fewer passing grades than all students. In the case of Hispanics, the difference is minimal; for Blacks the difference is substantial. Further, while health careers clearly assigns a greater proportion of passing grades to all students, disciplines assigning passing grades at lower rates are not as consistent.

Financial Aid at KVCC

During the time period of 1979/80 through 1985/86 the total amount of financial aid available to students grew by 150% from \$1,164,189 to \$2,904,146 (see Tables 8 and 9). The bulk of this growth has been in the area of Guaranteed Student Loans which have grown from \$294,745 to \$1,400,335. This was followed

by growth in PELL Grants from \$497,587 to \$1,149,912. Areas showing less substantial decreases were College Work Study and National Direct Student Loans.

Information from a report prepared by the College Board (Higher Education and National Affairs, 1986) illustrates that on a National basis loans comprise 50% of available financial aid. This is contrasted with the 17% accounted for by loans in the mid- 1970s. Table 9 illustrates that a similar trend exists at KVCC with 30% of financial aid accounted for by loans in 1979/80 which grew to 49% in 1985/86. Similarly, College Board data shows a decline in the proportion of financial aid dollars attributable to grants from 80% in the mid-1970s to 46.7% in 1985/86. Again, while not drastic, KVCC shows a similar trend with 62.4% of financial aid in the form of grants in 1979/80 shrinking to 49% in 1985/86. Further, the College Board points to the area of work study as remaining steady at 3% since th mid 1970s. KVCC data, however, illustrates a drop from 8% of financial aid tied to College Work Study in 1979/80 to 1.9% in 1985/86. With the exception of College Work Study, proportions of financial aid seem to be consistent with national trends.

In addition, the College Board (NACUBO Business Officer, 1986) reports that dollars available for financial aid between 1980/81 and 1985/86 increased by 23% (see Table 10). However, when adjusting for inflation they point out that this change actually translates to a 3% decrease. Applying the same rate of 26%

inflation to the KVCC increase tempers this increase somewhat, but nonetheless results in an increase of 61% in available financial aid dollars. The point being that, while national trends show a slight erosion of total financial aid dollars available, KVCC has not only fought this movement, but has increased its total level of support tremendously.

METHODOLOGY

This research project emphasized a self-study type of approach to the issue of minority access and retention. Accordingly, the focus of this study was upon the dynamics of barriers to minority access and retention with the assumption that broader issues such as the status of minority education in the greater Kalamazoo area are beyond both the scope and resources of this study. With this in mind, data collection procedures were designed to address specific populations. Further, for reasons of relative group size and gravity of educational disadvantage, data collection was limited to Black and Hispanic individuals for the most part.

Following review of available literature, it was decided that data collection would emphasize three comprehensive dimensions regarding barriers to college student access and retention. These dimensions have been designated as financial barriers, the institutional environment, and academic preparation.

Current High School Students

In the case of current high school students questionnaire items were designed to examine the three barriers to minority student attraction and retention in terms of: a. type and/or level of concern regarding the barrier, b. impact of the barrier, and c. methods of overcoming or resolving the barrier. Additionally,

the questionnaire requested information regarding general college plans and basic demographic information. Finally, in the case where a student was not planning to attend college, that student was asked to state in his or her own words why that was the case. It was anticipated that the questionnaire would take between five and ten minutes to complete.

Black and Hispanic volunteers were recruited to gather questionnaire responses from existing groups in their respective communities. These groups included both formal organizations such as churches as well as informal social groupings. Fortunately, one volunteer was able to obtain quite a number of responses from two local high schools. In the end, a total of 212 responses were received from high school students. Of these responses, 80% were from Black students, 9% were from Hispanic students, with Asian/Pacific Islanders making up most of the remainder. As this study emphasizes responses of Black and Hispanic individuals, it is also important to note the absolute numbers of responses attributable to individuals belonging to these groups. In the case of current high school students, a total of 169 responses were received from Blacks and 22 responses were received from Hispanics. Given the relatively low numbers of Hispanic responses, findings designated as specific to this group will require a stronger level of support than the more subtle distinctions that may be made for Blacks.

Parents of High School Students

In order to gain a more comprehensive picture of the dynamics of minority attraction and retention, parents of current minority high school Students were asked to respond to a brief questionnaire. The focus of the questionnaire was twofold. First, parental support for the idea of attending college was examined. This approach considered not only the degree of support for attending college but also the perceived value of a college education in general and encouragement to attend KVCC specifically. The questionnaire also focussed upon the dynamics of financing a college education. This was included as it provided a reflection of parental support for their child's pursuit of a college education as well as for its consistency with one of the major barriers to access and retention previously identified. Basic demographic information was requested from parents as well as high school students.

Responses from parents of current minority high school students were collected by Black and Hispanic volunteers from existing community groups.

Current KVCC Students

In order to gain an understanding of the barriers to minority access and retention presently in place at KVCC, current KVCC students were surveyed.

As minority KVCC students deal with these barriers on a regular basis, it was felt that they were in a position to provide the most accurate perceptions. Accordingly, current KVCC minority students were asked to participate in a more extensive data gathering process than other respondents.

Current KVCC minority students were asked to respond to two sets of questions. First, a structured set of questions was developed similar in format to other questionnaires. These questions focussed upon the three barriers of academic preparation, financial concerns, and the institutional environment as well as basic demographic information. In addition, respondents were asked to suggest methods by which identified concerns in the area of institutional barriers could be resolved. As an extension of items dealing with academic preparation, information regarding remedial awareness and enrollment was also requested.

A second set of questions was also developed to address concerns of current KVCC minority students. These were designed to allow a broader range of responses by employing an open-ended format. Specifically, three questions were adapted from earlier work by Flemming (1984). These questions focussed upon activities that are most and least enjoyed at KVCC as well as the impact that KVCC has had on them personally.

An additional two questions were included in an attempt to

understand the general impressions that students had developed of KVCC. In this case respondents were asked how they felt about KVCC and what were their concerns. Again, solutions for expressed concerns were sought.

A total of 86 current KVCC minority students responded to the structured questionnaire. Three-quarters of these were Black, with the remainder Hispanic. Slightly fewer (73) students responded to the open-ended questions. Respondents were selected on the basis of availability, with all available and willing students asked to attend group or individual sessions where the research was explained, questions answered, and responses collected.

Potential Adult Minority Students

In recognition of the substantial proportion of the KVCC student body made up of adult students, it was decided that any examination of potential minority students should include minority adults. To this extent, a questionnaire was developed, similar in format to that used for current KVCC and high school students, addressing the three barriers to access and retention as well as basic demographic information. Also similar to other research groups, responses were collected by Black and Hispanic volunteers from existing community groups.

A total of 108 responses were collected from minority adults residing in the KVCC service district. At an average age of 27.7 years, the majority of respondents were female (60.2%), with Blacks comprising the largest racial group (68.2%), followed by Hispanics (29.9%), and Native Americans (1.9%). Of these, 99 indicated an interest in attending college, with 84 planning to enroll within the next five years.

KVCC Graduates

As they are in the position of having experienced KVCC from a variety of perspectives, KVCC minority graduates were also surveyed.

Contacted by telephone, KVCC graduates were asked to respond to a series of questions focusing upon the relationships between the three barriers to access and retention and their ability to progress academically. In addition, respondents were given the opportunity to go beyond the specified barriers and identify other experiences impacting upon their academic progress.

A total of 50 minority graduates were contacted and provided responses to the survey. Of these, 37 (74.0%) were Black and 13 (26.0%) Hispanic. In order to gain a broad perspective, responses were not limited by date of graduation.

FINDINGS

As described earlier, this study has approached the idea of barriers to minority student access and retention from a number of perspectives. These perspectives offer the advantage of not only allowing detailed examination of specific populations but also afford the opportunity for support of findings across populations. The following discussion proceeds on this format.

Current High School Students

A total of 212 responses from local minority high school students were collected, representing the traditional incoming community college student. The overwhelming majority of these respondents were Black (80%) and Hispanic (9%) students. The distribution of males and females was fairly even at 51% and 49% respectively with an average age of 16.3 years.

While most respondents indicated that they had intentions of attending college, of these only 10% planned to attend KVCC. The remainder of those planning to attend college either were not sure if they would attend KVCC (43.1%) or indicated that they did not plan to attend KVCC (46.8%). Additionally, the majority (84.7%) indicated that they intend to work while attending college, with most expecting that this will be a part-time arrangement. Further, while slightly greater than one-third were

undecided regarding their area of concentration, almost an additional one-third had selected training in the vocational/technical area. The remainder were divided between the health and liberal arts areas.

As a group, Blacks were less likely than Hispanics to indicate an intention to attend KVCC, although almost one-half of each group indicated they were not sure if they would attend KVCC. The majority of both groups indicated an intention to work on a part-time basis while attending. Interestingly, the proportion of Hispanic individuals indicating that they were undecided regarding their areas of concentration (60.0%) was almost double the proportion of Blacks providing the same response (36.4%).

Financial Barriers

Of those high school students indicating an intention to attend college, 84% responded that cost considerations were either very important or somewhat important regarding their decision to attend college. The most often cited cost concern was in the area of tuition and books, which was mentioned by 48%. This was followed by a general item focusing upon an inability to meet additional expenses (25.2%) and transportation costs (15.8%). When asked if the benefits of college made overcoming the financial problems worthwhile, 86% indicated that they did.

In terms of KVCC specifically, 81% of those planning to attend indicated that cost would not prevent them from attending. This may be explained by the 74% who were aware that financial aid is available for most students who need it, and therefore, although cost is a factor in attending college, it may be assumed that financial aid will be available. However, 59% indicated that adequate financial aid would lead them to enroll at KVCC. Comparing this finding with the relatively low proportion of individuals planning to attend KVCC suggests that respondents may be conceiving of "adequate financial aid" in exaggerated terms, and may have no realistic expectation of receiving that level of assistance.

Also specific to KVCC is the idea of an awareness of financial aid impacting an individual's plans to attend KVCC. This possibility is examined in Table 11 where item E. (Part III), awareness of financial aid, is cross tabulated with item D1. (Part I), planning to attend KVCC. With percentages representing column totals, it is clear that there was a significant difference between the 89% of individuals planning to attend KVCC who were aware of financial aid and the 68% of those not sure if they would be attending KVCC who were also aware of financial aid. The conclusion being, that an awareness of the availability of financial aid may persuade some undecided individuals to attend KVCC.

As Blacks made up the majority of respondents, responses specific to Blacks did not differ appreciably from total responses in the area of financial barriers. However, it is interesting to note that 10 of 11 respondents indicating that cost was not important at all in considering whether to attend college were Black.

While fewer in number, responses from Hispanic individuals did deviate somewhat from total responses. In terms of the importance of cost in deciding whether to attend college, 100% of Hispanic respondents indicated that cost was either very or somewhat important, with 80% saying cost was very important. Further, while 81% of total respondents indicated that the cost of going to KVCC would not prevent them from attending, only 64% of Hispanic respondents provided the same response. This is supported by the 85% who indicated that the availability of adequate financial aid would lead them to enroll at KVCC, compared to, the substantial but smaller, proportion (58.6%) of total respondents indicating the same response.

Institutional Barriers

A second set of items dealt with the types of barriers found within the structural and social environment of the institution. The first of these focussed upon the opportunity for social contacts with others of the same racial/ethnic background. Of those high school students indicating an intention to attend college, almost two-thirds (62.6%) were concerned with having the

opportunity for this type of contact. Furthermore, 26% of these individuals indicated that their concerns would prevent them from enrolling at KVCC. When asked to specify what types of contact they would find most interesting, student and program based organizations were mentioned frequently as were basic friendships. Also mentioned were social contacts emphasizing sports, fraternal organizations, and cross cultural contacts.

In terms of group specific responses to this first item, Black respondents were slightly more likely to indicate a concern than total respondents. Hispanic respondents, however, provided an almost opposite picture with well over one-half (57.1%) indicating that they were not concerned with the opportunity for social contacts. In addition, none of the Hispanic respondents who did indicate a concern went on to indicate that their concerns would prevent them from enrolling at KVCC.

Institutional barriers were also examined from the perspective of perceived racial problems. In this case respondents were asked if they were concerned with the racial makeup of the KVCC student body in terms of racism or racial tension. Greater than one-half (53%) of total respondents indicated that they were not concerned. Although approximately one-third (35.5%) of those who were concerned indicated that their concern would prevent them from enrolling at KVCC. In response to an item asking what KVCC could do to reduce perceived racial problems the most prevalent comment was that KVCC could do nothing. This was followed by

those indicating that increasing in the number of minorities and coming to high schools to talk with minority students may be helpful.

Responses of Black individuals to the perceived racial problems item were almost identical to total responses, with the only difference being that Blacks were slightly more likely to indicate that they were very instead of somewhat concerned. Hispanic respondents provided almost identical responses with 50% indicating a concern, although none of these indicated that they were very concerned. As with the previous item, none of the Hispanic respondents indicated that that their concern would prevent them from enrolling at KVCC.

The final institutional barriers item focussed upon the idea of the racial composition of the KVCC student body. Respondents were asked if they felt that they could be comfortable in a classroom situation where most of their fellow students were White. As a whole, approximately one-half (48.5%) indicated that this was not a problem. Further, over one-third (34.5%) indicated that they would probably be comfortable but it would depend on the other students in the class. The remainder (16.9%) responded that they would be, or probably would be, uncomfortable. Excluding those respondents who indicated that the racial composition of the KVCC student body was not a problem, 72% of remaining respondents indicated that their concerns in this area would not prevent them from enrolling at KVCC. When asked what KVCC could

do to reduce this problem, the most frequent response was to offer a more racially balanced classroom. This was closely followed by comments suggesting a greater number of minorities (students and faculty) and those who felt that nothing could be done.

As a group, Black respondents were more likely to perceive the racial composition of KVCC as a problem, with 20% indicating that they would be, or probably would be, uncomfortable. Accordingly, Black respondents were also slightly more likely to indicate that their concerns would prevent them from enrolling at KVCC. Hispanic respondents provided a very different perspective in that over three-quarters (78.6%) did not see the racial composition of the KVCC student body as a problem. The remainder (21.4%) indicated that they would probably be comfortable, but it would depend upon the other students in the class. Further, none of those falling into the latter group felt that their concerns would prevent them from enrolling at KVCC.

Academic Preparation

The final set of questionnaire items dealt with the adequacy of academic preparation for college-level courses. Considering all respondents, the overwhelming majority (83%) felt that they would definitely or probably be adequately prepared. Only three individuals felt that they would probably or definitely not be adequately prepared, with the remainder indicating that they were

unsure. Another item addressed respondents' level of concern about being adequately prepared. In this case, most (87.2%) respondents indicated that they were either very or somewhat concerned about being adequately prepared. Surprisingly, when one excludes those who indicated that they were not concerned at all, one-third of the remainder responded that their concerns would prevent them from enrolling at KVCC. When, again, asked what KVCC could do to reduce this problem, suggestions focussed upon the offering of developmental courses and tutorial services. As with other items, a good number of respondents indicated that nothing could be done.

To address the idea of remediating academic shortcomings, respondents were asked if they would be willing to take remedial courses if they were uncomfortable with the level of regular courses. While almost one-half (43.4%) of those responding indicated that they would be willing, an equal proportion (41.6%) indicated that they didn't know. This may point to a lack of knowledge regarding remedial opportunities as much as anything else. This is supported by another item asking if respondents were aware that KVCC offers a variety of remedial courses to many of its students each year. Fully two-thirds (66.3%) indicated that they were not aware of this.

In the area of academic preparation, there was little difference between Black respondents and total respondents. Black respondents were only slightly more likely to indicate that they felt

adequately prepared for college courses, were concerned about their preparation, and that their concerns would prevent them from enrolling at KVCC. However, they were slightly less willing to take remedial courses while being slightly more aware of remedial opportunities. Hispanic respondents were less confident of their academic preparation as evidenced by 100% of respondents indicating that they were probably (76.9%) adequately prepared, or they didn't know (23.1%). Further, almost one-half (42.9%) of Hispanic respondents indicated that they were only slightly concerned about their level of academic preparation, with a substantially larger proportion (85.7%) indicating that their concerns would not prevent them from enrolling at KVCC. In terms of remediation, 50% of Hispanic respondents indicated that they would be willing to take remedial courses if they found that they were uncomfortable with the level of regular courses. In addition, a substantially greater proportion of Hispanic respondents were unaware that KVCC offers a variety of remedial courses.

Impact of Barriers on Potential Enrollment

The preceding discussion addressed the idea of barriers to minority access from a fairly comprehensive perspective by looking at the level of concern regarding the barrier, the impact of that concern, and methods of resolving the barrier. While this approach is useful in examining each barrier individually, it is also useful to examine the barriers as a group to determine their relative impact upon access.

To enable this examination of the overall impact of the barriers, the item asking respondents if they planned to attend KVCC was selected. This item provides a point of reference independent of barrier items, which is necessary for comparative analyses, and is also consistent with the self-study format of this project. Paired with this item was the item tied to each barrier asking respondents if their concerns regarding the barrier would prevent them from enrolling at KVCC. This pairing of items amounted to what was essentially a correlation of barrier based and overall impact measures, with results leading to a ranking of the impact of each barrier upon overall enrollment plans.

Table 12 was constructed to illustrate the impact of the different barriers upon respondents' overall plans to enroll at KVCC. At the top of the table are the three response categories of item D1.(located in Part I. Personal Information of the Minority High School Student Questionnaire) which asks in a straightforward manner if the respondent plans to attend KVCC and offers the response categories of yes, no, and not sure. The left margin indicates the specific barrier item by item number and subject. The body of the table consists of percentages reflecting those respondents who indicated that their concerns regarding a specific barrier would prevent them from enrolling at KVCC as a proportion of the total number responding to a specific category of the overall plans to attend KVCC item. For example, 10.8% of those indicating that they did not plan to attend KVCC also indicated that cost played a role in that decision (i.e. would prevent them

from enrolling). In addition, the number of responses upon which the specific percentage is based is included in parentheses below the percentage. As a point of reference, it should be noted that in no case did that proportion of respondents indicating that a specific barrier would prevent them from enrolling at KVCC approach the 90% who indicated that they did not plan to attend KVCC or were not sure.

As can be seen by review of Table 12, responses were not equally distributed across all categories of item D1. (planning to attend KVCC). As would be expected, with the exception of item D (Cost), only one respondent indicated that they would be attending KVCC but they would be prevented from enrolling due to the specific barrier. In the case of cost, the inconsistency between planning to attend and indicating that cost would prevent them from attending may be underlining the potential impact of cost as barrier even after the decision to attend has been made. Interestingly, cost was rated as the least influential barrier in the case of those not planning to attend KVCC and those who were not sure.

The barrier of academic preparation surfaced as one of the most influential barriers for those not planning to attend KVCC by being the highest ranked barrier by those not planning to attend and second highest by those indicating that they are not sure. However, an examination of comments regarding what KVCC could do to reduce the problem indicated that, while most respondents were

concerned with the adequacy of their preparation, some were focusing upon the perceived level of instruction offered at KVCC.

Two of the three items associated with barriers attributable to the institutional environment were ranked fairly consistently by those not planning to attend KVCC and those who were not sure. Concern with the opportunity for social contacts was ranked fourth in importance by these groups and concern with the racial composition was ranked third, although less than two percentage points separated them. On the other hand, the barrier of perceived racial tension was ranked highest by those not sure if they would be attending KVCC, and was ranked second by those not planning to attend. As the nature of the inquiry dictated a straightforward wording of this specific item, it may have been the case that respondents were led to believe that there was a certain degree of racial tension at KVCC. This possibility was investigated by examination of comments offered in the follow-up item asking what KVCC could do to resolve the perceived problem, which revealed few comments which would lead one to conclude that this message had been conveyed.

In terms of the overall impacts of barriers to enrollment, results point to the situation where barriers are perceived differently by individuals at varying stages of the decision process regarding whether to attend KVCC. For those not planning to attend, academic preparation seems to play a role. In the case of those who were undecided about attending KVCC, perceived

racial tension was ranked higher than other barriers. Similarly, in the case of those who indicated that they did plan to attend KVCC, cost remains a concern and point of potential vulnerability.

High School Students Not Planning To Attend College

Consistent with project plans, high school students not planning to attend college were asked to respond to questionnaire items reflecting some of the issues encountered as part of the decision to attend college.

While most respondents indicated that they did plan to attend, a total of 22 questionnaires were completed by those not planning to attend. As a group these individuals differed from the population of those who were planning to attend college. While the majority of these respondents were Black, Hispanics were represented at a rate (22.8%) which was three times that found in those planning to attend college.

In terms of the impacts of barriers to access, cost was seen as an important barrier by those not planning to attend college. A total of 94% of those not planning to attend indicated that cost considerations were either very or somewhat important in deciding to attend college compared to 84% of those planning to attend. Examining specific concerns, a comparison of those planning to attend and those who have no such plans revealed that the largest difference was in the area of transportation costs. This was

indicated as a concern by almost one-quarter (23.1%) of those who have no college plans compared to 16% of those planning to attend. However, the most frequently cited concerns remained consistent with the group of those planning to attend with tuition/books, followed by inability to meet other expenses, mentioned most often. Most other cost related items paralleled responses offered by those planning to attend college with the exception of the item asking respondents in a straightforward manner if the cost of going to KVCC would prevent them from attending. In this case, the proportion of positive responses from those not planning to attend was more than double (41.2%) the rate of the same response from those who did plan to attend college (18.7%).

As a whole, the impact of barriers attributable to the institutional environment were equal to or less for those not planning to attend college than for those who were planning to attend. In fact, the only difference between the two sets of responses was in the level of concern for the opportunity for social contacts with individuals of the same racial/ethnic background. While almost two-thirds (62.6%) of those planning to attend college indicated that they were concerned with having the opportunity for social contacts, only 40% of those not planning to attend provided a similar response.

The area of academic preparation surfaced as another area where there existed a difference between those high school students planning to attend college and those not planning to attend.

While fully 83% of those respondents planning to attend college indicated that they definitely or probably would be adequately prepared for college, only 47% of those not planning to attend provided similar responses. Further, there existed a slight difference between the two groups in terms of being aware of the extensive remedial offerings at KVCC, with two-thirds (66.2%) of those planning to attend college being unaware of remedial opportunities and 76% of those not planning to attend providing similar responses.

In addition, those not planning to attend college were asked to state in their own words, why this was the case. While responses to this item were varied, the most frequently cited rationale was mentioned by approximately one-third of those responding and referenced an interest in the military service. Consistent with responses to specific items, cost was mentioned most frequently following military service.

Overall, responses of those not planning to attend college indicate that cost and academic preparation concerns are more closely associated with the decision not to attend college than concerns focusing upon the institutional environment. This is not to imply that environmental concerns are unrelated to the decision not to attend college. It may be the case that temporal order plays a role in this decision and that cost and academic concerns precede concerns regarding the institutional environment. Given this situation, it is possible that concerns

specific to the institutional environment were not considered by those not planning to attend college due to initial cost and preparation barriers. However, had these initial barriers not existed, barriers tied to the institutional environment may have still had an impact.

Parents of High School Students

Responses were collected from a total of 59 parents of current minority high school students. In contrast to data gathered from high school students, there was a fairly even distribution of responses across the two racial categories. In this case, 55% of responses represented Black families (as defined by father's race) and 43% represented Hispanic families.

Respondent's family income deviated somewhat from that of the general population. The median annual family income for all survey respondents was \$15,000. Considering only Hispanic families, annual income fell to \$13,000. On the other hand, the median income for responding Black families was \$20,000. This was due to the substantial proportion (38%) indicating an income equal to or exceeding \$30,000. Without these individuals, Black family's median annual income fell to \$9,000. According to the 1980 Census, the median annual family income for families living in Kalamazoo County was \$22,211. Considered separately, the median annual family income for Black families was \$13,543 and for Hispanic families it was \$18,310.

Data regarding numbers of family members also reflected substantial deviations from the general population. Census data points to a situation where the average family size in Kalamazoo County was 3.19 persons. On a race specific basis, the average size of Black families in Kalamazoo County was 3.62 and the average size of Hispanic families was 3.70. Interestingly, the average family size for all survey respondents was 4.51, fully 20% larger than Black and Hispanic families county-wide. The difference is further accentuated by noting that only two survey respondents indicated a family size of two, the minimal indication of a single parent family. Differences between the sizes of Black and Hispanic families were minimal at 4.59 and 4.40 respectively.

Overall, survey demographics indicate that these individuals differed from the general population in terms of income and family size. However, in that family size differed in the direction of larger families, the difference may serve to emphasize the dynamics of minority access and retention under examination. In the case of income differences, the unusually large proportion of Black families earning in excess of \$30,000 annually will be carefully considered as data is interpreted.

Parental Support

In general, parents of minority high school students placed a high value upon a college education. When asked if they felt that the benefits of going to college are worth the costs and

other problems, 93% indicated that they were, with none disagreeing and only 7% not sure. Similarly, 84% indicated that they had encouraged their child to attend college. In addition, 62% have gone beyond simply supporting college attendance and have encouraged their child to consider a specific type of training. Finally, one-half (48%) have encouraged their child to consider attending KVCC specifically.

Responses of Black parents to parental support items were slightly different from total responses. Compared to 93% of the total respondents, 96% of the Black parents felt that the benefits of going to college were worth the accompanying complications. However, the proportion of Blacks who had encouraged their child to attend KVCC was less than total respondents.

On the other hand, Hispanic parents were less likely than total respondents to place a high value upon a college education. At 5% less than total respondents, 88% of Hispanic respondents felt that the benefits of a college education were worthwhile. Considering these parents separately, however, a different picture emerges. In contrast to Black parents, 12% more indicated that they had encouraged their child to attend KVCC.

While differences across Black and Hispanic parents seem to exist in the areas of parental support, it is clear that the overwhelming majority of both groups place a high value upon a college education.

Financial Barriers

In addition to addressing the idea of family support from the perspective of parental guidance, the dimension of finance was also considered.

Responses from high school students indicated that, while the impact of cost upon the decision not to attend was rated lower than academic preparation or the institutional environment, its impact was substantial for those who had already decided to attend. This may be a reflection of cost being seen as a more persisting concern than the other barriers.

The idea of families financing a college education has traditionally been considered from the perspective of how many dollars would parents need to gather to enable their child to attend college. However, due to the increasing costs of college, as well as the economic disadvantages often faced by minority families, information solicited from parents of current minority high school students was based upon a broader approach. This approach emphasized the more extensive dynamics of the family's ability to offset the impact of financial barriers to access and retention. This was accomplished by focusing upon available family resources, alternative resources and competition for existing resources.

There are conceivably three types of resources with which to meet the costs of a college education. As alluded to above, family support plays a major role in meeting these costs. However, minority families tend to be over represented in lower income categories, thereby lessening the likelihood that adequate dollars would be available. At an income level 32% less than the family median for the entire county, survey respondents seem to fit this image. When asked if they would be helping to finance their child's education, 78% of respondents indicated that they would. However, when asked what proportion of the costs that they would be covering, greater than 50% responded that they were not sure. Of those indicating a specific proportion, responses were equally divided across categories.

A second method for obtaining the resources necessary to finance a college education is through a system of financial aid. When asked if they would encourage their child to seek out loans, grants or work study programs, fully 96% indicated that they would, none said they would not and 4% were not sure.

A third source of funds to finance a college education is that of concurrent enrollment and employment. When asked if they would encourage their child to work while attending college, 86% indicated that they would. However, the question of competition for resources was also explored by asking parents if their child would be expected to make a financial contribution to the family

following graduation from high school. Of those parents responding, 20% indicated that their child would be expected to assume family financial responsibilities, with 22% not sure. Together, these response categories represent 42% of responding families where there is a possibility that the child will be expected to contribute, while, perhaps at the same time, attempting to finance their education.

Responses to financial items from Black parents differed somewhat from total responses. While a slightly greater proportion of Black parents (82%) indicated that they would be helping to finance their child's education, fewer were sure as to the extent of their support. Interestingly, 18% indicated that they would be covering 76% - 100% of costs. Upon investigation, it was discovered that these were all families reporting incomes of \$30,000 and over. Black parents were also less likely to expect a family financial contribution following graduation from high school. This may lead one to assume that this is due to inclusion of the same group of higher income Black respondents. However, closer examination reveals a different picture. As illustrated in Table 13, four of five (80%) of black families expecting a contribution earned \$30,000 or more annually. Although it is also true that the majority of those in this higher income category, as with all income categories, do not expect a financial contribution from their child following graduation from high school.

Responses from Hispanic parents point to a somewhat different financial situation. Compared to total respondents, fewer Hispanic parents anticipate helping their child finance a college education. Of those who will be providing financial support, only one is confident about covering costs at a rate in excess of 50%. Although less than total respondents, almost 50% indicated that they were not sure how much they would be covering. Further, 100% responded that they would encourage their child to seek out financial aid. Finally, 10% fewer Hispanic parents indicated that their child would not be expected to contribute financially to the family following graduation from high school. This led to an increase mainly in those who were unsure of their expectations.

For the most part, parents of current minority high school students felt positive about the idea of their child obtaining a college education. The majority saw a college education as a good value and had encouraged their child to attend. In fact, one-half had encouraged their child to attend KVCC specifically. While there were few differences between responses from Black and Hispanic parents, one contrast that did surface was that Hispanic parents were more likely to encourage their child to attend KVCC than Black parents. In the area of finance, parent responses indicated that from their perspective the most desirable financial resource was financial aid, followed by working and then parental support.

In short, while minority parents find a college education desirable, they seem uncertain about being able to support a substantial portion of its cost.

Current KVCC Students

Students are confronted on a daily basis with influences that carry the potential to impact negatively upon achievement of their educational goals. From this perspective, these students are in a position to identify these influences and suggest methods for dealing with them. For this reason, data was collected from current KVCC students in two ways. First, current KVCC students were asked to respond to a series of structured questions focussing upon dimensions previously discussed (financial barriers, institutional barriers, and academic preparation). Second, because their perspective is drawn from first hand experiences, current KVCC students were asked to respond to several open-ended items.

Responses to Structured Questions

A total of 86 current KVCC students provided responses to the structured portion of the current student survey (see Appendix E). Of these, slightly greater than one-half (56.6%) were female. Approximately three-quarters (76.7%) were Black with the remainder Hispanic. In addition, the average age of all respondents was 24.2 years.

Responses indicate that 82% of respondents worked 20 or less hours per week, with almost one-half (48.8%) reporting that they did not work. When asked their reasons for attending college, the overwhelming majority of responses fell into the category of getting a good first job. Combined with the low level of employment as well as average age, this data suggests a population of more traditional students.

Further, program preferences of respondents indicate a balance between transfer and vocational programs. Of those responding to an item requesting information regarding the program they intend to pursue, the most frequently specified program was Business Administration . This was followed closely by those with an interest in a Liberal Arts degree. Beyond these, Secretarial Science, Pre-Science, and Data Processing were mentioned by several. However, the most frequently selected response to the program preference item was undecided, this is somewhat surprising in that the average length of attendance at KVCC was 2.5 semesters.

Financial Barriers

Consistent with high school students and parents, KVCC minority students were asked to respond to a series of financially based items to examine their actual or potential impact upon retention.

Responses from current KVCC minority students indicated a substantial level of concern in the area of finance. When asked how important cost considerations were in deciding whether to continue attending, almost all (89.5%) indicated that cost was very important. In terms of specific concerns, the most frequently identified cost was that of tuition and books which were identified by almost one-half of all respondents. Transportation costs were seen as a concern by 25% of respondents, with slightly less indicating a concern with their ability to meet even minor expenses.

Related to students' level of concern regarding the cost of college, respondents were asked to indicate the value they place upon a college education. Specifically, students were asked if the benefit of a college education was worth trying to overcome the financial problems. In this case, the overwhelming majority (96.5%) indicated that the benefit was either probably or definitely worthwhile, with most indicating definitely.

To examine the impact of financial concerns upon retention, students were asked if they were confident of having adequate financial resources to accomplish their educational goals. Responses indicated that the majority of respondents were confident of having adequate resources, although the proportion indicating that they probably would outnumbered those who definitely would by greater than a two to one margin. However,

greater than one-third (35.7%) were not sure of being able to overcome the financial obstacles.

To examine levels of awareness regarding methods of overcoming financial problems, students were asked to respond to items focusing upon financial aid. Respondents were asked first if they knew that financial aid was available for most students who needed it. Almost all students indicated that they were aware of this. Students were then asked if they were currently receiving any type of financial aid. Almost 60% indicated that they were receiving aid, with Pell Grants representing the most frequently specified type.

For the most part, Black student responses did not differ significantly from total responses as Black students represented three-quarters of all respondents. In terms of demographics, the only real difference was in the area of average age which was 23.2 years for Black students and 24.2 years for all responding students. Other responses indicate levels of concern equal to all respondents regarding the cost and value of a college education. Further, the proportion aware of and currently receiving financial aid did not differ appreciably from total responses. However, responses in one area did stand out as slightly different from total responses: confidence that they would have adequate financial resources to accomplish their educational goals. In this case, 7% fewer Black students indicated that they were confident that they would have adequate resources than total

students. In addition, almost 7% more Black students indicated that they were not sure of the adequacy of their financial resources.

On the other hand, responses provided by Hispanic students differed from total responses in several ways. First, the average age of Hispanic respondents was 27.5 years, compared to 24.2 years for all respondents. Second, almost 15% more Hispanic students cited job acquisition or advancement as reasons for attending college.

In terms of specific concerns, Hispanic students cited tuition, books, and transportation less often. Instead, they mentioned the inability to meet even minor expenses at a rate twice that of total respondents, suggesting financial concerns beyond those attributable to college attendance.

Overall, it appears that financial concerns are perceived as representing a barrier to college completion by current minority students. While differing somewhat regarding specific concerns, most respondents indicated a high degree of concern regarding college financing, recognized the value of a college education, and were aware of and tied into the KVCC financial aid system. Of significance, however, is the substantial proportion who indicated that they were not sure if they would have adequate financial resources to accomplish their educational goals.

Institutional Barriers

Students were also asked to respond to a series of items examining the dynamics of the institutional environment. In this context four areas were examined: social contacts, comfort level, racial perceptions, and racial experiences.

As college is often seen as an opportunity for social development, students were asked if they were concerned with having the opportunity for social contacts with others of the same racial or ethnic background. In response, fully 60% indicated that they were indeed concerned. Of those concerned, greater than two-thirds (67.4%) further indicated that they were not satisfied with the amounts and types of social contacts at KVCC. To assess the impact of this situation, respondents were then asked if they had ever considered leaving KVCC due to their dissatisfaction in this area. In response 30% indicated that they had considered leaving. In order to gather some prescriptive information, students were asked what the contact was that they found most interesting. While a variety of comments were offered, most focussed upon friendships and social activities aimed at minority students specifically as well as for all students.

In order to understand the degree to which KVCC offers a environment conducive to learning on a day to day basis, students were asked if they were comfortable in a classroom situation where most students were White. A total of 43% of all respondents

indicated that this was not a problem. A similar proportion indicated that they were usually comfortable, but it would depend upon other students in the class. The remainder (13.4%) indicated that they were uncomfortable. Of those indicating definite or possible discomfort, the majority (88.6%) have not considered leaving KVCC because of their concerns in this area. When asked what KVCC could do to reduce this problem, the most often mentioned options were increasing the number of minority students, minority studies, and equally divided classes. Interestingly, several students mentioned that they thought that nothing could be done.

In an effort to comprehend student perceptions regarding racial tension and racism, respondents were asked if they were concerned in general with the racial makeup of the KVCC faculty, staff, or student body. Fully one-third of respondents indicated that they were very concerned with another third indicating that they were somewhat concerned. These two groups of respondents were then asked if they had considered leaving KVCC because of their concerns. In response almost 20% indicated that they had considered leaving. Again, these respondents were asked what could KVCC do to reduce this problem. While responses to this item were quite varied, including increased activities, increased minority students, and minority studies, the area of increased minority staff was mentioned most often.

In order to move beyond student perceptions to examine the prevalence of more overt forms of racism, students were asked if they have had any unpleasant experiences as a student at KVCC which they felt were motivated by racist attitudes. In response, almost one-third (30.6%) indicated that they have had these experiences. These respondents were then asked to specify if these experiences were related to faculty, students, or staff. While not all those indicating that they had experienced these problems provided further detail, and some identified more than one source, 48% of the experiences cited were tied to faculty, followed by 30% attributable to staff, and 22% linked with students. Beyond the term of unpleasant, no reference was made to determine the dimensions of the experiences.

Again, as Black students comprised a large portion of the respondents, responses considered separately differed only slightly from those of the total group. Interestingly, the proportions concerned with the opportunity for social contact and the proportions indicating potential discomfort in a mainly White classroom were not appreciably different when total responses were compared to responses from Black students only. However, in both areas, a greater proportion of Black students indicated that they had considered leaving KVCC due to their concerns. In the areas of racial perceptions and experiences a similar pattern emerges. While Black students are slightly more likely to express a concern regarding racial perceptions than total respondents, racial experiences were reported to be equally prevalent across total

and Black student responses. Again, Black student responses indicated a slightly greater proportion that had considered leaving due to their concerns. The distribution of responses across the different sources of unpleasant racial experiences was almost identical for total and Black student responses.

Responses of Hispanic students to institutional barriers items differed from total responses in several key areas. First, while Hispanic and total responses indicated similar level of concerns and satisfaction with having the opportunity for social contacts, Hispanic responses indicated a smaller proportion have considered leaving KVCC due to their dissatisfaction. Items addressing levels of comfort in a mainly White classroom followed the same pattern. On the other hand, responses of Hispanic students indicated a much lower level of overall concern with perceptions of racial tension and racism. However, the proportion of reported unpleasant racial experiences was almost identical.

In sum, it is clear that Black and Hispanic students are concerned with the institutional environment of KVCC. While racial perceptions and levels of racial comfort represent concerns to respondents, it is the area of social contacts that seems to present the greatest threat to the retention of students. Further, a substantial number of unpleasant racially-based experiences were reported by respondents.

Academic Preparation

Current Black and Hispanic students were asked to respond to an item examining degrees of academic preparation. Further, awareness of and success with remedial course offerings was examined in detail.

When asked if they felt that they were adequately prepared for college courses, 75% of respondents indicated that they felt that they were prepared. However, with 15% not sure if they were prepared and 10% probably or definitely not prepared, a group as large as 25% indicated that there may be a problem with adequate academic preparation.

While awareness of remedial offerings exceeded that of current high school students, fully one-third (31.3%) were not aware that KVCC offers a variety of remedial courses to many of its students every semester. In addition, 27% indicated that they have taken remedial courses at KVCC, with 90% finding them to be helpful.

Table 14 examines the link between feelings regarding adequate preparation and enrollment in remedial courses. Considering only those responding to both items, 22 students indicated that there may have been a problem in the area of academic preparation. Of these, only seven (31.8%) reported taking remedial courses. This seems to point to a situation where there may be a breakdown

between perceptions of inadequate preparation and remediation services.

Finally, students were asked if they would be willing to take remedial courses if they found that they were uncomfortable with the level of regular courses. Responses to this item indicated that 65% would be willing to do so.

Responses from Black students in the area of academic preparation did not differ greatly from total responses. Virtually no differences existed in perceived level of preparation, with Black students slightly less aware of KVCC remedial offerings. Black student responses also indicated a smaller proportion who had taken remedial courses. Little differences were found between Black and total responses in the areas of perceived helpfulness of remedial courses and willingness to take remedial courses in the future.

On the other hand, some responses from Hispanic students differed considerably from the totals. Again, no differences in perceived preparation were evident; however, items dealing with remediation showed distinctive differences. In this area, Hispanic students were not only more aware of remedial opportunities, but a larger proportion had actually taken remedial courses. Further, a greater proportion of Hispanic students than total students indicated a willingness to take remedial courses in the future if necessary.

As a whole, responses point to the situation where a substantial proportion of Black and Hispanic students feel that their preparation for college was less than adequate. In addition, it was found that many of those questioning their preparation were not taking advantage of remediation opportunities.

Responses to Open-ended Questions

A total of 73 current Black and Hispanic students responded to the series of open-ended questions. All had responded to the previously discussed structured questions and student characteristics would not differ appreciably.

In terms of format, the three questions were adapted from those used by Flemming (1985) to examine perceptions of Black college students regarding what she termed as institutional climate. In developing these questions Flemming drew upon the work of Stewart (1975) who had originally used the open-ended method in a longitudinal study of college-educated women. For purposes of the present study, these questions were adapted to account for influences beyond those which might be seen as related to climate.

Specifically, students were asked to respond to the following questions:

1. What do you do at KVCC that you find the most enjoyable? In other words, what one academic or non-academic activity

do you look forward to the most when you come to KVCC. Please try to be as specific as possible in describing the activity and why you find it so enjoyable.

2. Like you did in the questions above, please indicate what you do at KVCC that you find the least enjoyable. Again, please indicate why you don't enjoy this one specific activity trying to be as specific as possible.

3. As of right now, in what ways has attending KVCC changed you personally, or your lifestyle.

Individual student responses to these questions are located in Appendix E.

Responses to question one, regarding enjoyable activities, provided the most consistent responses of all three questions. A total of 15 respondents indicated that they found specific classes or instructors most enjoyable at KVCC. This was closely followed by the 13 who found socializing most enjoyable. Further, 11 respondents found the instructional process in general to be most enjoyable. Mentioned less frequently, college facilities and low cost were cited by seven and three students respectively. Remaining responses did not fall into the above categories and were mentioned by only one respondent.

Student responses in the area of least enjoyable activities were somewhat broader ranging. Interestingly, the most frequently reported response (11) was identical to that mentioned most frequently as a most enjoyable activity, that being specific classes or instructors. Consistent with responses to the structured questions, the lack of social activities was mentioned by six students. A total of four respondents indicated that they

disliked the fact that there were few Blacks (students, faculty, staff), with an equal number not liking college facilities. From an instructional perspective, three students indicated that they disliked the inappropriate classroom behavior of some students, with two mentioning a general lack of help with problems, racism, and the quality of interaction among Blacks as least enjoyable. Again, remaining responses were mentioned by only one student.

The third question, regarding personal or lifestyle changes attributable to attending KVCC, generated the most broadly ranging set of responses. The overwhelming majority of these responses were positive. Most frequently cited was that attending KVCC has improved their self-confidence, mentioned by eight students. This was followed by seven respondents mentioning both an increase in social comfort and an increased understanding of themselves. A total of four others saw KVCC attendance as leading them to a more positive outlook. Reported by three students each were the areas of adjustment to college, an increased level of personal responsibility, better organization, and increased awareness. Personal growth and a a recognition of racism were cited by two respondents, with other responses mentioned by one student.

Recurring in responses to each question is the idea that KVCC plays a significant role as an agent for social contact among minority students. Many students indicated that they liked this aspect of attending KVCC as it was the second most frequently mentioned activity that students enjoyed. Fewer students,

although a substantial number, mentioned that the lack of social contact was the least enjoyable activity at KVCC. Finally, an increased level of social comfort was one of the most frequently specified personal changes occurring as a result of attending KVCC. Taken together, these responses indicate that minority students are looking to KVCC to meet their socialization needs, with some satisfied with their current level and others not as satisfied.

To complete the set of open-ended questions, students were asked to respond to two general items. These items were designed to examine the general impressions that students had developed of KVCC. It was thought that responses to these types of questions would represent a synthesis of their impressions, both those expressed and those not, as well as provide an indication of ideas foremost on their minds.

The first of these final questions asked students straightforwardly how they felt about KVCC. For the most part students saw this as asking if they liked KVCC or not and why. The majority of responses indicated that students did like KVCC, although a substantial number indicated they didn't. In terms of specific likes, responses were quite varied. Mentioned by more than one student were the areas of low cost and KVCC's favorable comparison with other institutions in terms of concern for individual students. Although fewer dislikes were mentioned by respondents, a greater number of comments were offered. The most

comments were offered in the area of negative staff attitudes in the Financial Aid Office. This was followed by those mentioning faculty attitudes and the bus service.

The second general question asked students what their concerns were and what KVCC could do to make their college experience more positive. While this question actually consisted of two separate questions, student responses focussed mainly upon the latter. The most frequently mentioned way that KVCC could enhance the college experience would be to increase the number of minority staff. This was followed by those who would like to see an improvement in faculty and student attitudes. Remaining responses to this question in decreasing order of frequency were establishment of a minority student services office, an increased opportunity for social contacts, increased numbers of minority students, and increased financial aid.

In summary, responses of current KVCC students suggest a concern with the amount and types of social contact at KVCC. This is supported not only by examining responses to specific items mentioning social contacts, but also by examining student responses in a less structured format. However, when asked under a more open format how they felt that their college experience could be enhanced, numbers of minority students as well as faculty and staff attitudes emerged as concerns. Taken together, these concerns fall under what could be described as the institutional environment.

Potential Adult Minority Students

In order to gain a well rounded perspective about potential KVCC minority students, minority adults residing in the local community were surveyed (see Appendix F). A total of 108 responses were collected from these individuals with 68% representing Blacks and 60% female. With an average age of 27.7 years, this group was comprised of individuals substantially older than other research populations. Interestingly, one-third reported employment at a rate of between 31 and 40 hours per week while another third was unemployed. Further, over 90% (93.4%) felt that attending college would help to improve their standard of living or quality of life.

Of these 108 respondents, 99 (91.7%) indicated that they were interested in attending college, while 83 (76.8%) planned to enroll within the next five years. When asked to specify where they planned to attend, almost two-thirds (62.8%) mentioned KVCC. In terms of their educational goals, over 90% were planning to obtain an Associates Degree or Certificate with most specifying an Associates Degree. Beyond the acquisition of a degree or certificate, most respondents indicated that they were attending to get a better job (29.0%) or for personal growth (28.3%). Mentioned less frequently were those wanting to improve basic skills (23.9%) and advance in their present job (18.8%). In addition, most (81.7%) planned to work while attending, with a fairly even split between those expecting to work full and part-time.

As a group, Black respondents were slightly less likely to plan to attend college within the next five years. Further, while responses from Black individuals were consistent with total respondents in terms of educational goals, Hispanics were more likely to be planning to pursue either an Associates Degree ,or Certificate with the intent of obtaining a better job. Interestingly, Black respondents planning to obtain an Associates Degree outnumbered those pursuing a Certificate by greater than a three to one margin, as compared to a fairly even split among Hispanic respondents.

Financial Barriers

As a group, minority adults perceive cost as a major barrier to college attendance. Of those planning to attend, 96% indicated that cost considerations were either very or somewhat important in deciding whether to attend college. As with other groups, tuition and books were the most frequently mentioned specific costs (29.6%), although the general category of inability to meet additional expenses was also cited by many (23.8%). In spite of these concerns, respondents do place value on a college education with 94.8% indicating that the benefit of a college education is worth trying to overcome the financial problems.

In terms of impact, cost seems to have a substantial impact upon the potential college attendance of minority adults. In this case, fully 56.8% indicated that the cost of going to KVCC prevented them from attending. When asked if the availability of

adequate financial aid would lead them to enroll at KVCC, 85% responded that it would. On the other hand, those indicating that adequate financial aid would not move them to enroll seemed to be focussing almost exclusively upon family support and child care. Others specifically mentioned the impact of financial aid upon continued receipt of ADC dollars.

In the area of awareness, almost one-half (47.8%) of respondents indicated that they didn't know that financial aid is available for most students who need it.

Considered separately, responses from Black adults differed very little from total respondents. While seeing cost as important, Black respondents were slightly less likely to indicate that cost prevents them from attending. Further, while slightly more aware of the widespread availability of financial aid, Blacks were also less likely than total respondents to enroll given adequate financial aid.

Responses from Hispanic individuals revealed a more intense concern with the cost of college attendance. In all cases, Hispanic respondents saw cost considerations as important in deciding whether to attend college. In fact, 87% ranked cost as very important, as compared to 72% of total respondents and 66% of Black respondents. Similar to other respondent groups, tuition and books were seen as specific concerns by Hispanics. However, rated higher than any other items was the general

category of inability to meet additional expenses, suggesting the large role played by competing financial responsibilities.

In all, minority adults see cost considerations as comprising a major dimension of the decision to attend college. Specific areas of concern were identified as tuition and books as well as a general inability to meet additional expenses. On a group specific basis, Hispanic respondents see cost as playing a larger role than Black respondents.

Institutional Barriers

Due to being removed from an academic setting for varying periods of time, it was anticipated that minority adults would perceive the institutional environment differently from those with more current academic ties.

Examining first the area of social contacts, minority adults were not expected to place a high value upon college as a place for socializing. This was supported by greater than one-half (59.8%) indicating that they were not concerned with having the opportunity for social contacts with others of the same racial/ethnic background at a community college. Of those concerned, only 25% responded that their concerns would prevent them from enrolling at KVCC. When asked to specify the types of contact they would find most interesting, student organizations and cultural events were most frequently mentioned.

Respondents were also asked if they were concerned with the makeup of the KVCC student body in terms of racism or racial tension. In this case, almost one-quarter (23.4%) indicated that they were very concerned and over 40% (41.5%) indicated that they were somewhat concerned. Of these, however, only 21% said that their concerns would prevent them from enrolling at KVCC. When asked what KVCC could do to resolve the problem, most mentioned increased numbers of minority students and staff.

Minority adults were also asked if they could be comfortable in a classroom situation where most of their fellow students were White. In response, over one-half (53.3%) said that they definitely would be comfortable, with 13% definitely not comfortable. Of those indicating any discomfort at all, fully 40% would be prevented from enrolling. Again, increased minority enrollment was suggested.

Responses from Black individuals differed slightly from total responses. In terms of social contacts, while Blacks were less concerned with the opportunity for social interaction, those who were concerned were more likely to feel prevented from enrolling due to their concerns. Further, Black respondents were more likely to indicate a concern with racism or racial tension at KVCC, again concerns were supported by a higher proportion feeling prevented from enrolling. Finally, Blacks were less likely to be comfortable in a classroom situation where most of

the students were White. In this case, over one-half (55.6%) of those uncomfortable would feel prevented from enrolling at KVCC.

On the other hand, responses from Hispanics to the items addressing institutional barriers pointed in a slightly different direction. In the case of social contacts, over one-half (51.6%) of Hispanic respondents indicated a concern, although substantially less would be prevented from attending KVCC due to their concerns. In the area of racism and racial tension, Hispanic responses indicate less of a concern than total responses with only one individual feeling prevented from attending KVCC. In terms of comfort level in a predominantly White classroom, Hispanics were slightly less likely to identify a problem, with none indicating that they definitely would be uncomfortable. Again, only one individual indicated that they would not attend KVCC due to these concerns.

As a whole, minority adults seem somewhat concerned with institutional barriers at KVCC. In the case of both social contacts and racial tension, few feel that their concerns would prevent them from attending KVCC. However, while most respondents indicated that they could be comfortable in a predominantly White classroom situation, many of those indicating any level of concern at all would feel prevented from attending KVCC. Responses of Black individuals differed little from total responses in terms of level of concern. However, Blacks were more likely to indicate that their feelings would prevent them from attending. On the

other hand, Hispanic responses pointed toward a greater concern with the opportunity for social contacts and less concern with racial tension and classroom composition. Further, a substantially reduced proportion indicated that their concerns would actually prevent them from attending KVCC.

Academic Preparation

In the absence of recent contact with the educational system, it was expected that minority adults would be concerned with their level of academic preparation relative to potential college attendance.

In terms of perceived levels of preparation, greater than one-half (55.8%) indicated that they are definitely or probably adequately prepared for college courses. On the other hand, fully 25% said that they were unsure if they were adequately prepared with an additional 19% seeing themselves as unprepared. This same disparity is reflected in varying levels of concern regarding their academic preparation. In this case, almost three-quarters (72.6%) responded that they were very or somewhat concerned about being adequately prepared for college courses. An additional 10% indicated that they were not concerned at all, with the remainder (16.8%) only slightly concerned. When asked if this concern would prevent them from enrolling at KVCC, 25% indicated that it would. Together, these responses point to the situation where a sizable proportion of minority adults appear

confident of their academic preparation, but, at the same time, also suggests that those who are concerned may be prevented from enrolling at KVCC.

To examine the possibility that those perceiving themselves as unprepared academically might feel prevented from enrolling at KVCC, Table 15 was developed. This table illustrates the impact of perceived levels of academic preparation upon the possibility of not enrolling at KVCC due to academic preparation concerns. Reviewing this table, it is clear that the majority of respondents would not be prevented from enrolling due to concerns in the area of academic preparation. Beyond this observation, several interesting distinctions emerge. Focussing upon larger groups of responses, 23% of those who perceive themselves as definitely or probably prepared feel prevented from enrolling at KVCC due to these concerns. On the other hand, 47% of those perceiving themselves as probably or definitely not prepared feel prevented from attending due to their concerns. Together, these observations suggest that individuals who perceive themselves as not prepared are twice as likely to feel prevented from enrolling as those confident of their preparation. Interestingly, only 12.5% of those unsure of their academic preparation feel prevented from enrolling at KVCC due to their concern.

Minority adults' perceptions of KVCC remedial offerings were also examined. In terms of awareness, a surprising 72% were unaware that KVCC offers a variety of remedial courses. However, almost

80% indicated that they would be willing to enroll in remedial courses if necessary. In this case, it appears that visibility may be an issue.

As a group, Black respondents saw themselves as slightly more academically prepared than total respondents. Almost two-thirds (67.5%) indicated that they feel either definitely or probably prepared for college courses. Further, a greater proportion were concerned about their academic preparation to the point where 31% of those concerned would be prevented from attending KVCC due to their concerns. Substantial differences were not found in responses focussing upon remedial courses.

Responses specific to Hispanic adults again pointed in a direction different from total responses. A total of only 35% of Hispanic respondents indicated that they were definitely or probably adequately prepared for college courses. In addition, an identical proportion were not sure of their preparation, with 30% indicating that they were not prepared. While little differences were found in terms of levels of concern, only 15% of Hispanic adults indicated that their concerns would prevent them from attending KVCC. Further, while 83% of Hispanic respondents said they would be willing to take remedial courses if necessary, only 20% were aware of the extensive remedial offerings at KVCC.

While most respondents indicated confidence in their academic preparation, those lacking confidence don't seem open to enrolling at KVCC. Further, although most respondents appear willing

to enroll in remedial courses if necessary, the majority are not aware of KVCC's offerings. In addition, Black adults seem more confident of their preparation but are more prone not to enroll if there is a problem. On the other hand, Hispanic adults rate their preparation much lower, but are more likely to enroll at KVCC. In all cases, the visibility of KVCC remedial offerings may play a role.

A final questionnaire item asked those not interested in attending college why that was the case. The few responses received seemed to focus upon a combination of family and financial responsibilities. However, too few responses were offered to draw any firm conclusions.

In all, it is clear that minority adults perceive a college education as valuable. Most respondents planning to attend college within the next five years will be attending in order to obtain a better job or for personal growth. Neither social contacts nor racial tension surfaced as problems for minority adults. However, anticipated discomfort in a mainly White classroom situation presented a problem for a substantial proportion. Additionally, cost was seen as a major barrier by an overwhelming proportion. While not identified as a problem by the majority of respondents, academic preparation was nonetheless seen as a problem by many. Finally, as far as minority adults are concerned, a clear lack of awareness regarding financial aid and remedial offerings was evident.

KVCC Graduates:

A total of 50 KVCC minority graduates were contacted and responded to a series of questions (see Appendix G). These questions were designed to focus upon their experiences as a minority student at KVCC by addressing the three barriers of academic preparation, institutional barriers, and financial concerns. Also included was an item allowing respondents to identify experiences which functioned to help or hinder progress toward completion of their program.

Of those KVCC graduates responding, 37 were Black and 13 were Hispanic. Included in these totals were two individuals refusing to respond due to negative feelings toward KVCC.

The first item asked respondents what impact their level of academic preparation had upon progress toward program completion. In response, an overwhelming majority indicated that their preparation was adequate. Several mentioned that they were prepared for KVCC specifically, while others indicated that their preparation was adequate only after enrolling in "refresher" courses at KVCC. Interestingly, a substantial proportion of respondents expressed neutral feelings about their academic preparation. Further, a small group felt that their preparation had only a minimal impact upon their progress toward program completion. In terms of group specific responses, differences were not evident.

The second item addressed the institutional environment at KVCC. In this case, KVCC graduates were asked to consider the ways that KVCC services and attitudes of faculty and staff had helped or hindered their academic progress. Responses to this item took three distinct forms. First, several respondents mentioned that the counseling staff and faculty were helpful. Also mentioned specifically was the helpfulness and support of staff and services at the Downtown Campus. On the other hand, a number of respondents focussed upon hindrances to program completion. Foremost among these were those respondents pointing out that some KVCC faculty and staff have problems dealing with minority students. This was followed by those citing negative experiences in the area of allied health instruction and those prevented from seeking assistance due to feelings of discomfort and negative attitudes. Finally, providing the most cohesive group of responses were those taking a neutral stance regarding services and attitudes as well as those indicating that they didn't use KVCC services. Together, these responses accounted for almost one-quarter of all responses to this item. Again, group specific responses revealed only weak patterns, with the exception that most of those indicating that they didn't use KVCC services were Black.

The third item examined the area of financial concerns. Specifically, KVCC graduates were asked what were the impacts of financial concerns upon their ability to progress toward completion of their degree. Further, respondents were asked if KVCC was of any

assistance in this area. In this case, most respondents indicated that financial concerns did play a role in the completion of their program. Also, an equally large proportion had received some form of financial aid while enrolled at KVCC. In fact, while several indicated that finance was only a minor concern, several others said that they couldn't have attended KVCC without financial aid. Surprisingly, in only one case was it indicated that KVCC was unable to offset the impact of financial problems through the financial aid system. While substantial differences didn't exist across Black and Hispanic responses, it should be noted that in 9 of 10 cases, Hispanic respondents had received financial aid.

The final item dealt with other experiences that KVCC graduates felt may have functioned to help or hinder progress toward program completion. This item was included as it allowed respondents to identify what they saw as impacting their progress without limiting them to the three established barriers. Interestingly, while respondents were given this flexibility, the most frequently cited events were a lack of peer and/or mentor relationships, vital components of the institutional environment. In all, more negative experiences were cited than positive. However, on the positive side two students mentioned appreciating the personal touch at KVCC. Negative comments centered upon perceived racist experiences in addition to peer/mentor relationships. Also mentioned were staff insensitivity, program stress, and feelings of isolation. As with other items, group specific

responses failed to point in any clear direction, however, Black graduates seemed more concerned with peer/mentor relationships than Hispanic graduates in this case.

It is evident that responses from KVCC minority graduates mirror those from other research populations. To this extent, for some due to on-campus remediation, academic preparation was not seen as presenting a problem. In the area of the institutional environment, many respondents were dissatisfied with the interaction between faculty/staff and minority students. Others saw this interaction in a more positive light. Clearly, the most cohesive group were those who felt neutral about services and faculty staff interaction with minority students, as well as those who had not used KVCC services. Regarding financial concerns, most graduates did recall a problem, although almost all received what they defined as adequate levels of financial aid with which to address their needs. Finally, when asked to complete the picture of other experiences related to completion of their program, most respondents chose to again mention the lack of peer/mentor relationships.

Meeting of Local Minority Leaders

On June 25, 1986 a meeting of local minority leaders was held at the KVCC Downtown Campus. The purpose of the meeting was to consider ways by which KVCC could support the educational experience of minority students.

A total of 15 individuals attended this meeting, representing governmental, educational, human services, and private organizations. The following suggestions were offered by this group:

1. Increased numbers of minority staff.
 - compared to early years, KVCC's minority staff has declined.
 - these individuals are much needed as role models and mentors for minority students.
2. Activities for minority students should be offered.
3. Minority students should be made to feel a part of KVCC.
 - KVCC should provide a minority student services office. The Minority Student Services Office at Western Michigan University has made a big difference to the college experience of their minority students.
4. An effort should be made to get parents of minority students involved.
5. A reunion should be held for minority graduates.
 - perhaps graduates could offer insight into how to help minority students succeed at KVCC.

In all, responses supported ideas offered by other research populations in the areas of the need for role models and mentors as well as activities specific to minority students. Parental involvement and a reunion of KVCC minority graduates certainly seem worthy of pursuit. Although these may run into other problems such as application to older minority students.

SUMMARY

Examined individually, findings specific to each research population have shed light upon the dynamics of minority access and retention at KVCC. These findings will serve to provide direction in such diverse areas as instruction, recruitment, marketing, and student activities. Further, as results from individual populations tend to support each other, it is clear that most findings are not specific to the individuals responding to the questionnaires. Instead, findings seem to generalize to the larger population of minorities, both internal and external to KVCC. With this in mind, the following discussion outlines some of the similarities and differences discovered as results were examined.

Background Information:

As research was directed towards those lacking contact with KVCC, in addition to those having experienced contact, it was possible to gain some understanding of intended enrollment and support patterns. To this extent, it was discovered that only 10% of current minority high school students, with plans to attend college, intend to enroll at KVCC. To examine support for attending KVCC in the home, parents of minority high school students were asked if they had encouraged their child to attend KVCC. In this case, 48% indicated that they had done so. Further, 63% of minority adults planning to attend college within

the next five years, intend to enroll at KVCC. Based upon these findings, it seems to make sense that outreach efforts may effectively be pointed in the direction of younger adults. Although there seems to remain opportunities in the area of older adults as well.

The idea of working while attending college also provided some interesting insights. Fully 85% of minority high school students, with plans to attend college, intend to work while attending. Given the potential positive impact of work upon retention, these students appear headed in a sound direction. In addition, 82% of minority adults planning to attend college also plan to work while attending. However, only 70% of these adults are currently employed. This may be pointing towards the situation where the college - employment linkage is in place, and may in fact provide an avenue of access to the minority community. A total of 51% of responding KVCC minority students indicated that they are currently employed, a substantial proportion, but certainly room for improvement.

Financial Barriers

Responses from all research populations indicate that cost plays an important role in the areas of access and retention. Specifically, tuition and books were seen as the main cost concerns by minority high school students, current KVCC minority students, and minority adults.

In terms of resolving cost problems, awareness of financial aid was examined for all populations except KVCC graduates. Responses indicated a great deal of variation in levels of awareness of the availability of financial aid. Almost all current KVCC minority students indicated an awareness of financial aid, with 59% current recipients. Indicating a surprising level of awareness, 96% of parents of minority high school students had encouraged their child to seek out financial aid in the form of loans, grants, and work study programs. Current minority high school students were also aware of the availability of financial aid, with responses indicating that this awareness may be linked to an increased likelihood of enrollment. Least aware of the availability of financial aid were minority adults where only 52% indicated an awareness. In short, it appears that both minority high school students and minority adults could benefit most from efforts directed towards increasing levels of awareness regarding the availability of financial aid.

All populations except graduates were asked to consider the value of a college education. Value was defined as the relationship between the benefits of a college education as compared to the accompanying financial (or other) problems. Respondents overwhelmingly indicated that a college education was indeed valuable, suggesting that the major portion of the decision to attend college may be tied to it's value.

Institutional Barriers

Throughout the course of this study, institutional barriers have been considered from three perspectives: the opportunity for social contacts, racial tension, and classroom composition. Responses indicate considerable agreement across research populations in some areas, and a lack of agreement in others.

Responses in the area of social contacts revealed fairly consistent perceptions across some populations. Minority high school students, current KVCC minority students, and minority adults were asked to consider the idea of KVCC providing the opportunity for social contacts with those of their own race. Almost two-thirds of responding high school and KVCC minority students indicated that they were concerned with having this opportunity. Further, 26% of high school student see their concerns in this area as preventing them from enrolling at KVCC. Similarly, 30% of KVCC minority students have considered leaving due to their concerns about social contacts. On the other hand, minority adults were substantially less concerned with having the opportunity for social contacts, with almost two-thirds indicating a lack of concern. Although a similar proportion of those who did indicate a concern were likely to see that concern as preventing them from enrolling at KVCC.

Perceptions of racism and racial tension were also addressed by minority high school students, KVCC minority students, and

minority adults. In this case a slightly different picture emerges. Approximately two-thirds of both KVCC minority students and minority adults indicated a concern with racism or racial tension at KVCC. Of these, approximately 20% had considered either leaving KVCC or not enrolling due to their concerns. Further, almost one-third of KVCC minority students indicated that they recall unpleasant racial experiences which they felt were motivated by racist attitudes. Responses of minority high school students pointed in a slightly different direction. In this case, less than one-half indicated a concern with racism or racial tension at KVCC. However, a larger proportion of those indicating a concern also indicated that their concerns would prevent them from enrolling at KVCC. Finally, in an open-ended format, responses from KVCC graduates did point in the direction of a problem with interaction between faculty/staff and minority students which might be offset by increased opportunities for peer and mentor relationships.

Institutional barriers were also addressed from the perspective of classroom composition. Specifically, respondents were asked if they were, or could be, comfortable in a classroom situation where most of their fellow students are White. In this case there were few differences across populations with approximately one-half indicating that there was no problem at all and less than 15% responding that they would be uncomfortable. However, distance from the situation seems to have had an effect upon the perceived impact of classroom composition. This is supported by 11% of current KVCC minority students having considered leaving

due to their concerns in this area, followed by 28% of minority high school students and 40% of minority adults that would be prevented from enrolling.

In sum, it appears that minority high school students are concerned with all aspects of the institutional environment that have been examined. Although perceived levels of racial tension seem to have a greater impact upon potential enrollment. Current KVCC minority students also seem concerned with all aspects of the institutional environment, but place less relative emphasis upon the importance of classroom composition. Responses from minority adults seem to indicate much less concern with the opportunity for social contacts, and greater concern in the areas of racial tension and classroom composition, with classroom composition having a greater impact upon potential enrollment.

Academic Preparation

Responses in the area of academic preparation again point in the direction where distance from the situation seems to have an impact upon perceptions. In this case, however, responses of minority high school students indicate a level of academic confidence exceeding that of current KVCC minority students. Although responses for both populations indicate substantial confidence with 83% of minority high school students and 75% of current KVCC minority students confident. These levels of confidence are supported by responses from KVCC graduates who

indicated that academic preparation did not hinder their progress toward program completion.

Indicating significantly less confidence in their academic preparation were minority adults. A total of almost 50% of minority adults indicated a lack of confidence in their academic preparation with almost 20% seeing themselves as probably unprepared.

Interesting responses were also offered by all respondent populations in the area of remedial offerings. The greatest awareness of remedial offerings was found in responses of current KVCC minority students, of which 31% indicated that they were unaware of KVCC's remedial course offerings. Responses from minority high school students and minority adults suggested an even greater lack of awareness with 66% and 72% respectively indicating that they were not aware of remedial offerings. While these proportions highlight differing levels of remedial awareness, of even greater significance is the overall lack of awareness of remedial opportunities for all populations, especially current KVCC minority students. Together, these findings suggest that an examination of the visibility of remedial courses may prove fruitful.

Willingness to enroll in remedial courses if necessary was also examined. In this area, minority high school students were least

willing to enroll in remedial courses, followed by current KVCC minority students then minority adults.

In all, the results of this study suggest improvements in a variety of areas. Some of these improvements represent clearly focussed efforts that can be accomplished with only minor ramifications. Others will require substantial consideration and debate before implementation as well as careful subsequent monitoring. However, perhaps the most important outcome of this study will prove to be the increased levels of understanding it supports which will only serve to enhance the educational experience for all students at KVCC.

ADVISORY COMMITTEE RECOMMENDATIONS

The Metropolitan Life Minority Research Advisory Committee was a 14 member group formed during the initial stages of this study. Members were drawn from the groups under study (Blacks and Hispanics) and represented a broad range of backgrounds with an interest in race relations and/or education. Members included staff of human service agencies, individuals affiliated with educational institutions, and KVCC students.

The Advisory Committee functioned to assist with the present research in three ways. First, these individuals served as a sounding board for early ideas. This consisted of reviewing and interpreting historical KVCC data and suggesting approaches to research questions. Second, Advisory Committee members played a large role in the collection of data from high school students, minority adults, and parents of high school students. Perhaps the most vital role played by Advisory Committee members was that of reviewing and interpreting findings and formulating recommendations. Advisory Committee recommendations were mainly organized around the research perspective of barriers to minority access and success, including financial concerns, the institutional environment, and academic preparation. In addition, a fourth category of other recommendations was offered.

The area of financial concerns was seen as a very straightforward area from the perspective of Advisory Committee members.

Basically, the cost of attending KVCC was seen as an expense that drew from an individual's income base that was already relatively thin. The specific cost of tuition and books mentioned repeatedly by respondents was seen as a reflection of this unwanted expense exacerbated by the immediacy of payment. Some Advisory Committee members also suggested that to minimize a student's dollar investment, KVCC may want to consider limiting the frequency of textbook changes as well as examine the cost of books for specific subject areas as compared to other local institutions.

By far, most Advisory Committee comments and recommendations focussed upon the institutional environment. These comments were of three types. First, many comments addressed the structural changes that KVCC could implement that would assist the minority student. Of these, the most frequently mentioned was that of increasing the minority presence on campus. To accomplish this members recommended increased numbers of minority faculty and staff as well as ensuring that minorities continue to be represented on the KVCC Board of Trustees. Specifically mentioned as an area for increased numbers of minorities was counseling services. This was seen as resulting in the potential to offer much needed personal counseling in addition to academic counseling. Further, to accomplish the often difficult task of attracting minority faculty and staff to community colleges, it was recommended that flexibility in classification and wage guidelines be considered.

A second suggested structural change centered upon the establishment of a minority student affairs office, similar to four year institutions. It was felt that the individual in charge of this office should report directly to the President or a member of the President's Cabinet. In addition, it was felt that this office should be funded as part of the ongoing KVCC budget so as to avoid vulnerability to variations in the availability of grant dollars.

The final suggested structural change centered upon career development and assessment services. In response to a lack of career and academic direction indicated by high school and KVCC students, Advisory Committee members were pleased to learn that a comprehensive academic assessment service had been established at KVCC (ASSET Program). However, they felt that perhaps minority students would be better served by pairing this service with a career development service, with some members suggesting that this might well be required along with currently required academic assessment.

The second set of Advisory Committee comments regarding the institutional environment centered on the area of support services. In this area, most frequently mentioned was the idea of creating a program to encourage the development of mentor/mentee relationships. Suggestions as to the form that this relationship could take were extremely varied and well thought-out. These included recommendations that faculty and/or staff could fill the role of mentors as part of their compensated responsibilities.

In this sense, an individual would establish and maintain contact with their assigned mentees, maintaining an awareness of events impacting both their academic and personal situations. It was also felt that KVCC minority graduates may offer the potential for fulfilling the role of mentors, especially as they have successfully dealt with the same problems that their mentees may be facing. A lack of minority staff to fill the role of mentor was also offered as justification for the use of KVCC graduates. A third possible configuration for the mentor/mentee relationship centered upon the use of community individuals, especially those employed in professional positions, to serve as mentors. As these individuals may not be in a position to offer large amounts of time for this purpose, a career day or open house format was suggested.

A second suggestion in the area of support services emphasized the need for current staff to become more aware of minority student needs. In this case, recommendations ranged from a general awareness of the types of problems faced by minority students, to in-depth sessions focussed upon sensitizing White faculty and staff to the pressures faced by minority students on a daily basis.

Further suggestions for improvement of services to minority students centered upon increased on-campus activities for both minority and all students as well as better communication around these events.

Two additional areas were addressed by Advisory Committee members falling within the area of the institutional environment. First, Advisory Committee members addressed the general validity of the institutional environment concept. In this sense, members saw the institutional environment as being made up largely of the image that KVCC conveys to the minority student. They see this image as being driven by several factors, including: a. how welcome a minority student feels at KVCC, b. the presence or absence of feelings of invisibility, c. instructor attitudes, and d. potentially negative experiences with the KVCC Financial Aid Office.

A final topic related to the institutional environment which was addressed by the Advisory Committee examined the general idea of comfort in an academic setting. Responses to this topic underlined sharp differences of opinion within the committee itself. Several committee members felt that, to a certain extent, an individual's level of comfort was tied to his or her personality, and that as personalities differed, so should levels of comfort. Others pointed out that individuals coming from high school settings with substantial proportions of minorities experience a form of shock upon entry to a program composed predominantly of Whites.

In all, the range of Advisory Committee reactions to items related to the institutional environment reflected the range of study findings.

Reactions of Advisory Committee members to the area of academic preparation pointed in two general directions. The first of these suggested that current or recent high school students are uncomfortable admitting a lack of basic skills. Further, enrollment in remedial courses is seen as an unspoken acknowledgment of this. Several methods for dealing with the discomfort associated with remediation were suggested. Drawing upon perceived isolation from other courses, it was suggested that remedial courses could be offered along with other courses in the main building. It was also suggested that remedial courses might be tied more closely to traditional academic programs and graduation.

Another method suggested for dealing with negative perceptions of remedial coursework was to enlist the support of potential role models. In this case, it was thought that inviting successful business people or community leaders into the classroom to stress the importance of basic skills may have a positive effect.

A final method for dealing with negative perceptions of remediation examined communication problems. In this sense, it was suggested that the acquisition of communications skills was a prerequisite to effective remediation. Community Learning Centers were recommended as a source for background information.

In addition to negative perceptions of remediation, Advisory Committee members also expressed concern regarding the sequencing of remedial courses offered at KVCC. In this case, more gradual transitions through remedial courses and into regular courses

were suggested. It was also thought that remedial courses might be organized into a more formalized remedial program to provide a sense of progress toward goals.

Recommendations from Advisory Committee members also included items not tied to the barriers highlighted in this study. The first set of these fell under the area of community relations and included the need for KVCC to increase it's visibility in the minority community, perhaps through increased public information, both internal and external to the institution. Also mentioned was the need for KVCC to develop linkages with other community agencies concerned with race relations. In this case, the Community Relations Board of the City of Kalamazoo was recommended. Similarly, it was suggested that The Center for Interracial Understanding may be in a position to provide useful information. Finally, one member felt quite strongly about the positive value of having influential and popular speakers, such as César Chávez, visit KVCC.

Another set of recommendations offered by Advisory Committee members focussed upon high school students. The first of these examined the idea of KVCC's visibility in local high schools. It was thought that an increased visibility may well serve to offset the negative image of KVCC held by some local high school students. Related to the area of visibility, as well as personal development, some Advisory Committee members thought that an "Upward Bound" type of program for high school Juniors and Seniors may prove beneficial.

From an operational perspective, Advisory Committee members offered several suggestions. These basically centered upon bus and child care services. Considering first bus services, it was suggested that student access to KVCC would be enhanced by increased frequency of scheduled runs and longer hours of operation. It was also suggested that KVCC Play Center policy be modified to allow service to those with younger children.

Finally, Advisory Committee members expressed appreciation to KVCC for carrying out this study and for seeking their opinions and reactions. Further, they expressed an interest in the next steps to be taken.

In all, recommendations and suggestions offered by the Metropolitan Life Research Advisory Committee not only supported research findings, but provided valuable direction.

CONCLUSION

This study was designed to address the issue of KVCC's effectiveness in assisting minority students to achieve their educational goals. While this task was difficult to conceptualize, movement was possible only after narrowing the focus to Black and Hispanic individuals with an interest in education.

As an initial step, KVCC historical data regarding minorities was examined. This revealed imbalances between minority enrollment and graduates as compared to each other as well as to service area characteristics. In the case of Blacks, enrollment seems consistent with service area proportions, although graduate proportions are substantially lower. On the other hand, Hispanic graduates are consistent with community proportions, but enrollment proportions are low.

Following a careful review of work previously done in the area of minorities in higher education, combined with the narrowed focus, agreement was reached regarding research parameters. These parameters were established through a decision to focus upon the concept of barriers to minority access and success. Three general types of barriers were identified. These included inadequate academic preparation, financial concerns, and an institutional environment not conducive to learning by minorities. Of these three barriers, the institutional environment represents the more involved concept.

To determine if these barriers were having an effect upon minorities at KVCC, data was collected from several different populations. KVCC students and graduates were surveyed to determine the impact of barriers upon those with current or previous ties to KVCC. High school students and minority adults were surveyed to determine if the barriers, or perceptions of them, were having any effect among potential students. Parents of high school students were also surveyed. In recognition of the value of their more recent experiences, high school students were asked to respond to a much more in-depth set of both structured and open-ended questions. Responses from other populations were solicited under more structured formats.

Research findings pointed to the situation where all barriers seemed to have at least some effect. Financial concerns seemed to have a substantial impact upon all populations, although an awareness of financial aid opportunities seemed to play a role in offsetting this. The impact of academic preparation was reported strongest among minority adults. As the institutional environment was defined by a broader range of indicators, results pointed in several different directions, with different populations affected in different ways. The opportunity for social contact appeared important to both high school students as well as KVCC students. Racial tension was a concern for KVCC students and minority adults. Although the majority of all populations indicated reasonable comfort in a classroom situation where most students are White, substantially more minority adults who were

uncomfortable felt prevented from enrolling at KVCC due to their discomfort.

To help make the transition from research findings to application, members of the Metropolitan Life Research Advisory Committee were called upon. These individuals provided a form of independent validation of findings that would have not been possible otherwise. They further provided project staff with concrete action based recommendations for addressing specific problems.

While falling within the broad area of racial equity, this research focussed upon two specific groups: Blacks and Hispanics. The research focus was then further narrowed by including only those with an interest in education. Even in light of these qualifications, this report represents an intensive examination of an extremely complex area. While the product of work such as this is necessarily complex, it is vital that a perspective be maintained that acknowledges a commitment to providing equitable educational opportunities.

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Appendix A: Tables

TABLE 1: KVCC FALL ENROLLMENT
FY 1975/76 - 1986/87

ETHNIC GROUP		1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
White	N	5200	5503	6548	6602	7201	8056	7493	7448	7415
	%	89.00%	88.64%	88.37%	89.08%	90.29%	89.46%	87.67%	86.12%	86.64%
Black	N	452	515	561	545	480	638	742	833	760
	%	7.74%	8.30%	7.57%	7.35%	6.02%	7.08%	8.68%	9.63%	8.88%
Hispanic	N	54	47	74	102	109	117	106	101	87
	%	0.92%	0.76%	1.00%	1.38%	1.37%	1.30%	1.24%	1.17%	1.02%
Asian	N	92	116	183	123	137	139	152	173	149
	%	1.57%	1.87%	2.47%	1.66%	1.72%	1.54%	1.78%	2.00%	1.74%
Nat. American	N	45	27	44	39	48	55	54	93	147
	%	0.77%	0.43%	0.59%	0.53%	0.60%	0.61%	0.63%	1.08%	1.72%
Other/Unknown	N	892	606	55	113	155	82	285	277	79
	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL MINORITY	N	643	705	862	809	774	949	1054	1200	1143
	%	11.00%	11.36%	11.63%	10.92%	9.71%	10.54%	12.33%	13.88%	13.36%
TOTAL BLACK/HISPANIC	N	506	562	635	647	589	755	848	934	847
	%	8.66%	9.05%	8.57%	8.73%	7.39%	8.38%	9.92%	10.80%	9.90%
GRAND TOTAL	N	6735	6814	7465	7524	8130	9087	8832	8925	8637
GRAND TOTAL (minus) UNKNOWN	N	5843	6208	7410	7411	7975	9005	8547	8648	8558
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

SOURCE: STUUNR

TABLE 2: KVCC GRADUATES
FY 1975/76 - 1985/86

ETHNIC GROUP		1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
White	N	297	451	444	480	393	470	545	620	657	666	555	560
	%	96.74%	96.16%	95.48%	92.84%	89.52%	90.56%	88.33%	89.21%	90.50%	92.12%	89.66%	88.75%
Black	N	8	11	13	25	32	34	48	39	24	28	29	37
	%	2.61%	2.35%	2.80%	4.84%	7.29%	6.55%	7.78%	5.61%	3.31%	3.87%	4.68%	5.86%
Hispanic	N	1	4	3	6	4	2	8	14	19	10	8	10
	%	0.33%	0.85%	0.65%	1.16%	0.91%	0.39%	1.30%	2.01%	2.62%	1.38%	1.29%	1.58%
Asian	N	1	3	5	3	7	10	10	17	20	18	23	19
	%	0.33%	0.64%	1.08%	0.58%	1.59%	1.93%	1.62%	2.45%	2.75%	2.49%	3.72%	3.01%
Nat. American	N	0	0	0	3	3	3	6	5	6	1	4	5
	%	0.00%	0.00%	0.00%	0.58%	0.68%	0.58%	0.97%	0.72%	0.83%	0.14%	0.65%	0.79%
Other/Unknown	N	9	7	15	19	16	4	0	1	1	1	0	3
TOTAL MINORITY	N	10	18	21	37	46	49	72	75	69	57	64	71
	%	3.26%	3.84%	4.52%	7.16%	10.48%	9.44%	11.67%	10.79%	9.50%	7.88%	10.34%	11.25%
TOTAL BLACK/HISPANIC	N	9	15	16	31	36	36	56	53	43	38	37	47
	%	2.93%	3.20%	3.44%	6.00%	8.20%	6.94%	9.08%	7.63%	5.92%	5.26%	5.98%	7.45%
GRAND TOTAL	N	316	476	480	536	455	523	617	696	727	724	619	634
GRAND TOTAL MINUS OTHER/UNKNOWN	N	307	469	465	517	439	519	617	695	726	723	619	631
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

SOURCE: 1975/76-1978/79 Graduate Information Summary Report
1979/80-1986/87 Alumni Report

TABLE 3: KALAMAZOO COUNTY EXTRAPOLATED CENSUS DATA

ETHNIC GROUP		1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
White	N	189758	189788	189818	189848	189878	189908	189938	189968	189998	190028	190058	190088
	%	92.35%	91.94%	91.53%	91.13%	90.73%	90.34%	89.95%	89.56%	89.18%	88.80%	88.42%	88.05%
Black	N	12584	13198	13812	14426	15040	15654	16268	16882	17496	18110	18724	19338
	%	6.12%	6.39%	6.66%	6.92%	7.19%	7.45%	7.70%	7.96%	8.21%	8.46%	8.71%	8.96%
Hispanic	N	1995	2117	2239	2361	2483	2605	2727	2849	2971	3093	3215	3337
	%	0.97%	1.03%	1.08%	1.13%	1.19%	1.24%	1.29%	1.34%	1.39%	1.45%	1.50%	1.55%
Asian	N	700	840	980	1120	1260	1400	1540	1680	1820	1960	2100	2240
	%	0.34%	0.41%	0.47%	0.54%	0.60%	0.67%	0.73%	0.79%	0.85%	0.92%	0.98%	1.04%
Nat. American	N	451	491	531	571	611	651	691	731	771	811	851	891
	%	0.22%	0.24%	0.26%	0.27%	0.29%	0.31%	0.33%	0.34%	0.36%	0.38%	0.40%	0.41%
Other/Unknown	N	1476	1614	1752	1890	2028	2166	2304	2442	2580	2718	2856	2994
	%	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.	n.app.
TOTAL MINORITY	N	15730	16646	17562	18478	19394	20310	21226	22142	23058	23974	24890	25806
	%	7.65%	8.06%	8.47%	8.87%	9.27%	9.66%	10.05%	10.44%	10.82%	11.20%	11.58%	11.95%
TOTAL BLACK/HISPANIC	N	14579	15315	16051	16787	17523	18259	18995	19731	20467	21203	21939	22675
	%	7.09%	7.42%	7.74%	8.06%	8.37%	8.69%	9.00%	9.30%	9.61%	9.91%	10.21%	10.50%
GRAND TOTAL	N	206964	208048	209132	210216	211300	212384	213468	214552	215636	216720	217804	218888
GRAND TOTAL MINUS UNKNOWN	N	205488	206434	207380	208326	209272	210218	211164	212110	213056	214002	214948	215894
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

TABLE 4: COURSE PASSING (≥ 2.0) RATES FOR ALL STUDENTS
FY 1982/83-1986/87

DISC.	GRAND TOTAL				PASSING GRADES				PASSING GRADES			
	1	2	3	TOTAL	1	2	3	TOTAL	1	2	3	TOTAL
+20	222	222	1	445	153	159	1	313	68.9%	71.6%	100.0%	70.3%
ACC	4933	4259	1347	10539	2979	2591	796	6366	60.4%	60.8%	59.1%	60.4%
AFT	184	178	0	362	104	103	0	207	56.5%	57.9%	0.0%	57.2%
AIB	722	441	0	1163	650	375	0	1025	90.0%	85.0%	0.0%	88.1%
ART	1864	1791	412	4067	1013	1060	231	2304	54.3%	59.2%	56.1%	56.7%
AUT	854	822	50	1726	482	491	31	1004	56.4%	59.7%	62.0%	58.2%
BIO	2881	2627	1170	6678	1922	1703	783	4408	66.7%	64.8%	66.9%	66.0%
BUS	9294	8221	1554	19069	5968	5074	1055	12097	64.2%	61.7%	67.9%	63.4%
CET(5)	225	253	8	486	131	178	5	314	58.2%	70.4%	62.5%	64.6%
CHM	2538	2545	776	5859	1724	1789	645	4158	67.9%	70.3%	83.1%	71.0%
CRE(5)	386	290	92	768	242	171	46	459	62.7%	59.0%	50.0%	59.8%
CRC(3)	51	36	8	95	40	34	8	82	78.4%	94.4%	0.0%	86.3%
CSA	299	213	13	525	222	184	11	417	74.2%	86.4%	84.6%	79.4%
DHY	1097	1216	388	2701	1076	1164	375	2615	98.1%	95.7%	96.6%	96.8%
DPR	3303	3165	786	7254	2033	2009	490	4532	61.6%	63.5%	62.3%	62.5%
DRT	1772	1753	596	4121	1253	1261	480	2994	70.7%	71.9%	80.5%	72.7%
ECO	2608	2446	763	5817	1564	1581	517	3662	60.0%	64.6%	67.8%	63.0%
ELE	1382	1311	81	2774	668	690	50	1408	48.3%	52.6%	61.7%	50.8%
ELT	769	894	1	1664	586	670	1	1257	76.2%	74.9%	100.0%	75.5%
EMT	586	458	65	1109	470	376	45	891	80.2%	82.1%	69.2%	80.3%
ENG	10155	8757	2210	21122	6385	5440	1430	13255	62.9%	62.1%	64.7%	62.8%
ENV	456	403	19	878	354	326	16	696	77.6%	80.9%	84.2%	79.3%
FDC	823	832	292	1947	634	617	204	1455	77.0%	74.2%	69.9%	74.7%
FIS	128	148	0	276	111	131	0	242	86.7%	88.5%	0.0%	87.7%
FRL	686	360	62	1108	345	179	20	544	50.3%	49.7%	32.3%	49.1%
HCR	2812	2108	791	5711	1591	1176	485	3252	56.6%	55.8%	61.3%	56.9%
HRV	1117	1178	108	2403	535	496	21	1052	47.9%	42.1%	19.4%	43.8%
HUM	1866	2137	338	4341	1083	1199	232	2514	58.0%	56.1%	68.6%	57.9%
IEL	483	511	54	1048	352	363	42	757	72.9%	71.0%	77.8%	72.2%
LEN	1672	1378	80	3130	1335	1081	39	2455	79.8%	78.4%	48.8%	78.4%
MAT(4)	558	391	0	949	414	321	0	735	74.2%	82.1%	0.0%	77.4%
MEC	1324	1367	74	2765	931	1078	61	2070	70.3%	78.9%	82.4%	74.9%
MOA(4)	354	216	0	570	275	176	0	451	77.7%	81.5%	0.0%	79.1%
MSM	621	683	34	1338	434	513	20	967	69.9%	75.1%	58.8%	72.3%
MTH	10112	9462	3242	22816	5581	4958	1844	12383	55.2%	52.4%	56.9%	54.3%
MUS	848	788	137	1773	479	470	2	951	56.5%	59.6%	1.5%	53.6%
NRG	5272	5441	1305	12018	4859	5134	1177	11170	92.2%	94.4%	90.2%	92.9%
PER	7687	8328	2611	18626	4385	4928	1146	10459	57.0%	59.2%	43.9%	56.2%
PHI	1025	1286	352	2663	804	997	296	2097	78.4%	77.5%	84.1%	78.7%
PHY	724	582	78	1384	438	403	56	897	60.5%	69.2%	71.8%	64.8%
PLA	97	167	5	269	71	130	3	204	73.2%	77.8%	60.0%	75.8%
PSI	3467	3247	803	7517	2532	2222	619	5373	73.0%	68.4%	77.1%	71.5%
PSY	3475	2974	853	7302	1844	1515	501	3860	53.1%	50.9%	58.7%	52.9%
RSS	838	768	78	1684	490	396	43	929	58.5%	51.6%	55.1%	55.2%
RTH(3)	374	571	130	1075	333	500	124	957	89.0%	87.6%	95.4%	89.0%
SEC	3609	3505	1229	8343	2407	2371	1041	5564	66.7%	67.6%	84.7%	66.7%
SOC	3048	2897	665	6610	1890	1882	395	4167	62.0%	65.0%	59.4%	63.0%
SPH	843	961	24	1828	623	654	16	1293	73.9%	68.1%	66.7%	70.7%
SSI	265	214	51	530	8	114	3	125	3.0%	53.3%	5.9%	23.6%
WLD	459	396	84	939	344	296	64	704	74.9%	74.7%	76.2%	75.0%
101168 95197 23820 220185 65147 61729 15470 142091 64.4% 64.8% 64.9% 64.5%												

KEY: FALL=1
SPRING=2
SUMMER=3

NOTES:

1. Total based upon all students registered for classes including those passing, auditing, withdrawing, and receiving incompletes.
2. Passing is defined as those receiving a grade of 2.0 or greater.
3. During FY 1985/86 Respiratory Therapy (RTH) was replaced by Cardiorespiratory Care (CRC).
4. During FY 1984/85 Medical Office Assistant (MOA) was replaced by Assistant Technology (MAT).
5. Construction Technology (CET) and College Reading (CRE) have been assigned inactive status.

TABLE 5: COURSE PASSING (>=2.0) RATES FOR BLACK STUDENTS
FY 1982/83-1986/87

DISC.	GRAND TOTAL				PASSING GRADES				% PASSING GRADES			
	1	2	3	TOTAL	1	2	3	TOTAL	1	2	3	TOTAL
+20	37	19	0	56	20	8	0	28	54.1%	42.1%	0.0%	50.0%
ACC	413	402	204	1019	131	125	69	325	31.7%	31.1%	33.8%	31.9%
AFT	4	6	0	10	2	1	0	3	50.0%	16.7%	0.0%	30.0%
AIB	35	34	0	69	32	26	0	58	91.4%	76.5%	0.0%	84.1%
ART	83	104	34	221	48	53	16	117	57.8%	51.0%	47.1%	52.9%
AUT	58	71	9	138	17	14	6	37	29.3%	19.7%	66.7%	26.8%
BIO	211	216	95	522	93	91	30	214	44.1%	42.1%	31.6%	41.0%
BUS	804	842	209	1855	323	316	95	734	40.2%	37.5%	45.5%	39.6%
CET(5)	16	14	1	31	6	7	0	13	37.5%	50.0%	0.0%	41.9%
CHM	177	211	81	469	83	98	58	239	46.9%	46.4%	71.6%	51.0%
CRC(3)	2	27	0	29	2	16	0	18	100.0%	59.3%	0.0%	62.1%
CRE(5)	87	109	40	236	45	65	18	128	51.7%	59.6%	45.0%	54.2%
CSA	61	34	5	100	39	29	3	71	63.9%	85.3%	60.0%	71.0%
DHY	13	6	0	19	7	6	0	13	53.8%	100.0%	0.0%	68.4%
DPR	249	245	52	546	101	84	24	209	40.6%	34.3%	46.2%	38.3%
DRT	101	99	42	242	50	43	36	129	49.5%	43.4%	85.7%	53.3%
ECO	245	205	100	550	88	85	39	212	35.9%	41.5%	39.0%	38.5%
ELE	92	83	5	180	27	19	0	46	29.3%	22.9%	0.0%	25.6%
ELT	48	57	0	105	27	25	0	52	56.3%	43.9%	0.0%	49.5%
EMT	20	18	3	41	15	6	1	22	75.0%	33.3%	33.3%	53.7%
ENG	1179	1231	304	2714	564	532	117	1213	47.8%	43.2%	38.5%	44.7%
ENV	14	13	38	65	10	4	0	14	71.4%	30.8%	0.0%	21.5%
FDC	73	159	73	305	39	90	41	170	53.4%	56.6%	56.2%	55.7%
FIS	4	1	0	5	3	0	0	3	75.0%	0.0%	0.0%	60.0%
FRL	52	22	2	76	23	9	1	33	44.2%	40.9%	50.0%	43.4%
HCR	228	218	65	511	59	61	24	144	25.9%	28.0%	36.9%	28.2%
HRY	88	87	1	176	34	28	0	62	38.6%	32.2%	0.0%	35.2%
HUM	216	252	63	531	68	103	32	203	31.5%	40.9%	50.8%	38.2%
IEL	16	31	2	49	6	11	2	19	37.5%	35.5%	100.0%	38.8%
LEN	154	120	6	280	92	57	3	152	59.7%	47.5%	50.0%	54.3%
MAT(4)	81	47	0	128	52	34	0	86	64.2%	72.3%	0.0%	67.2%
MEC	114	96	6	216	58	65	4	127	50.9%	67.7%	66.7%	58.8%
MOA(4)	45	24	0	69	30	14	0	44	66.7%	58.3%	0.0%	63.8%
MSM	33	39	1	73	17	24	0	41	51.5%	61.5%	0.0%	56.2%
MTH	1210	1227	418	2855	407	398	132	937	33.6%	32.4%	31.6%	32.8%
MUS	84	103	2	189	35	57	0	92	41.7%	55.3%	0.0%	48.7%
NRG	235	226	49	510	200	200	39	439	85.1%	88.5%	79.6%	86.1%
PER	604	657	168	1429	306	374	92	772	50.7%	56.9%	54.8%	54.0%
PHI	86	112	41	239	59	86	33	178	68.6%	76.8%	80.5%	74.5%
PHY	38	36	11	85	10	19	5	34	26.3%	52.8%	45.5%	40.0%
PLA	6	10	0	16	3	6	0	9	50.0%	60.0%	0.0%	56.3%
PSI	361	385	104	850	203	191	57	451	56.2%	49.6%	54.8%	53.1%
PSY	369	413	129	911	117	142	38	297	31.7%	34.4%	29.5%	32.6%
RSS	309	349	29	687	139	147	6	292	45.0%	42.1%	20.7%	42.5%
RTH(3)	14	20	7	41	11	17	7	35	78.6%	85.0%	100.0%	85.4%
SEC	392	428	157	977	191	181	57	429	48.7%	42.3%	36.3%	43.9%
SOC	371	400	58	829	189	221	33	443	50.9%	55.3%	56.9%	53.4%
SPH	110	137	6	253	66	86	1	153	60.0%	62.8%	16.7%	60.5%
SSI	3	10	0	13	0	7	0	7	0.0%	70.0%	0.0%	53.8%
WLD	19	22	3	44	6	12	1	19	31.6%	54.5%	33.3%	43.2%
	9264	9677	2623	21564	4153	4293	1120	9566	44.8%	44.4%	42.7%	44.4%

KEY: FALL=1
SPRING=2
SUMMER=3

NOTES:

1. Total based upon all students registered for classes including those passing, auditing, withdrawing, and receiving incompletes.
2. Passing is defined as those receiving a grade of 2.0 or greater.
3. During FY 1985/86 Respiratory Therapy (RTH) was replaced by Cardiorespiratory Care (CRC).
4. During FY 1984/85 Medical Office Assistant (MOA) was replaced by Medical Assistant Technology (MAT).
5. Construction Technology (CET) and College Reading (CRE) have been assigned inactive status.

TABLE 6: COURSE PASSING (≥ 2.0) RATES FOR HISPANIC STUDENTS
FY 1982/83-1986/87

DISC.	GRAND TOTAL				PASSING GRADES				% PASSING GRADES			
	1	2	3	TOTAL	1	2	3	TOTAL	1	2	3	TOTAL
+20	6	9	0	11	6	4	0	8	100.0%	44.4%	0.0%	72.7%
ACC	64	45	28	141	34	30	20	84	53.1%	66.7%	71.4%	59.6%
AFT	2	0	0	2	2	0	0	2	100.0%	0.0%	0.0%	100.0%
AIB	5	1	0	6	3	1	0	4	60.0%	100.0%	0.0%	66.7%
ART	25	18	3	46	16	15	3	34	64.0%	83.3%	100.0%	73.9%
AUT	21	21	1	43	8	9	1	18	38.1%	42.9%	0.0%	41.9%
BIO	38	47	21	106	21	27	12	60	55.3%	57.4%	57.1%	56.6%
BUS	160	140	22	322	97	91	13	201	60.6%	65.0%	59.1%	62.4%
CET(5)	7	8	0	15	5	6	0	11	71.4%	75.0%	0.0%	73.3%
CHM	64	77	32	173	36	47	30	113	56.3%	61.0%	93.8%	65.3%
CRC(3)	2	4	1	7	2	4	1	7	100.0%	100.0%	0.0%	100.0%
CRE(5)	26	8	8	42	21	5	6	32	80.8%	62.5%	75.0%	76.2%
CSA	10	6	0	16	8	5	0	13	80.0%	83.3%	0.0%	81.3%
DHY	0	2	0	2	0	1	0	1	0.0%	50.0%	0.0%	50.0%
DPR	36	28	7	71	17	16	4	37	47.2%	57.1%	57.1%	52.1%
DRT	35	30	6	71	23	21	4	48	65.7%	70.0%	66.7%	67.6%
ECO	54	58	13	125	26	37	7	70	48.1%	63.8%	53.8%	56.0%
ELE	23	11	1	35	8	6	0	14	34.8%	54.5%	0.0%	40.0%
ELT	9	7	0	16	5	4	0	9	55.6%	57.1%	0.0%	56.3%
EMT	8	4	0	12	7	3	0	10	87.5%	75.0%	0.0%	83.3%
ENG	191	159	59	409	124	103	40	267	64.9%	64.8%	67.8%	65.3%
ENV	5	4	0	9	5	3	0	8	100.0%	75.0%	0.0%	88.9%
FDC	9	12	2	23	8	8	1	17	88.9%	66.7%	50.0%	73.9%
FIS	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%
FRL	24	14	4	42	17	6	4	27	70.8%	42.9%	100.0%	64.3%
HCR	35	23	10	68	11	10	6	27	31.4%	43.5%	60.0%	39.7%
HRY	18	14	0	32	9	7	0	16	50.0%	50.0%	0.0%	50.0%
HUM	32	30	5	67	20	21	5	46	62.5%	70.0%	100.0%	68.7%
IEL	10	8	1	19	3	5	1	9	30.0%	62.5%	100.0%	47.4%
LEN	25	17	0	42	13	11	0	24	52.0%	64.7%	0.0%	57.1%
MAT(4)	8	8	0	16	8	7	0	15	100.0%	87.5%	0.0%	93.8%
MEC	20	18	4	42	14	9	4	27	70.0%	50.0%	100.0%	64.3%
MOA(4)	1	1	0	2	1	1	0	2	100.0%	100.0%	0.0%	100.0%
MSM	13	12	2	27	11	10	0	21	84.6%	83.3%	0.0%	77.8%
MTH	212	175	78	465	123	98	43	264	58.0%	56.0%	55.1%	56.8%
MUS	15	16	0	31	9	10	0	19	60.0%	62.5%	0.0%	61.3%
NRG	40	39	14	93	38	34	13	85	95.0%	87.2%	92.9%	91.4%
PER	145	105	40	290	101	78	27	206	69.7%	74.3%	67.5%	71.0%
PHI	24	24	12	60	17	19	10	46	70.8%	79.2%	83.3%	76.7%
PHY	28	21	14	63	13	6	1	20	46.4%	28.6%	7.1%	31.7%
PLA	0	2	0	2	0	2	0	2	0.0%	100.0%	0.0%	100.0%
PSI	70	48	11	129	53	34	10	97	75.7%	70.8%	90.9%	75.2%
PSY	44	41	11	96	20	15	5	40	45.5%	36.6%	45.5%	41.7%
RSS	21	20	2	43	13	11	2	26	61.9%	55.0%	0.0%	60.5%
RTH(3)	5	12	1	18	5	10	1	16	100.0%	83.3%	100.0%	88.9%
SEC	42	34	9	85	19	26	3	48	45.2%	76.5%	33.3%	56.5%
SOC	46	30	19	86	30	19	12	57	65.2%	63.3%	63.2%	66.3%
SPH	6	12	1	18	2	6	0	8	33.3%	50.0%	0.0%	44.4%
SSI	1	1	0	2	0	1	0	1	0.0%	100.0%	0.0%	50.0%
WLD	4	4	1	9	4	2	1	7	100.0%	50.0%	100.0%	77.8%
	1689	1428	443	3550	1036	904	290	2224	61.3%	63.3%	65.5%	62.6%

KEY: FALL=1
SPRING=2
SUMMER=3

NOTES:

1. Total based upon all students registered for classes including those passing, auditing, withdrawing, and receiving incompletes.
2. Passing is defined as those receiving a grade of 2.0 or greater.
3. During FY 1985/86 Respiratory Therapy (RTH) was replaced by Cardiorespiratory Care (CRC).
4. During FY 1984/85 Medical Office Assistant (MOA) was replaced by Medical Assistant Technology (MAT).
5. Construction Technology (CET) and College Reading (CRE) have been assigned inactive status.

TABLE 7: COURSE PASSING (≥ 2.0) RATES FOR WHITE STUDENTS
FY 1982/83-1986/87

DISC.	GRAND TOTAL				PASSING GRADES				PASSING GRADES			
	1	2	3	TOTAL	1	2	3	TOTAL	1	2	3	TOTAL
+20	109	104	1	214	70	68	1	139	64.2%	65.4%	100.0%	65.0%
ACC	4267	3645	1032	8944	2705	2335	664	5704	63.4%	64.1%	64.3%	63.8%
AFT	169	165	0	334	94	99	0	193	55.6%	60.0%	0.0%	57.8%
AIB	670	385	0	1055	604	332	0	936	90.1%	86.2%	0.0%	88.7%
ART	1695	1609	355	3659	910	954	197	2061	53.7%	59.3%	55.5%	56.3%
AUT	736	697	38	1471	442	456	22	920	60.1%	65.4%	57.9%	62.5%
BIO	2553	2289	1018	5860	1757	1544	715	4016	68.8%	67.5%	70.2%	68.5%
BUS	8040	6939	1269	16248	5370	4476	895	10741	66.8%	64.5%	70.5%	66.1%
CET(5)	194	225	7	426	114	159	5	278	58.8%	70.7%	71.4%	65.3%
CHM	2130	2035	526	4691	1490	1468	437	3395	70.0%	72.1%	83.1%	72.4%
CRC(3)	46	28	6	80	35	26	6	67	76.1%	92.9%	0.0%	83.8%
CRE(5)	249	145	33	427	156	80	13	249	62.7%	55.2%	39.4%	58.3%
CSA	222	168	8	398	169	145	8	322	76.1%	86.3%	100.0%	80.9%
DHY	1077	1193	384	2654	1062	1147	372	2581	98.6%	96.1%	96.9%	97.2%
DPR	2881	2724	682	6287	1853	1797	435	4085	64.3%	66.0%	63.8%	65.0%
DRT	1563	1519	461	3543	1139	1131	409	2679	72.9%	74.5%	88.7%	75.6%
ECO	2189	2043	563	4795	1374	1367	417	3158	62.8%	66.9%	74.1%	65.9%
ELE	1238	1186	85	2509	627	650	49	1326	50.6%	54.8%	57.6%	52.8%
ELT	684	796	1	1481	537	614	1	1152	78.5%	77.1%	100.0%	77.8%
EMT	536	430	62	1028	430	361	44	835	80.2%	84.0%	71.0%	81.2%
ENG	8340	6919	1665	16924	5414	4519	1156	11089	64.9%	65.3%	69.4%	65.5%
ENV	421	371	17	809	327	307	14	648	77.7%	82.7%	82.4%	80.1%
FDC	727	670	205	1602	577	525	153	1255	79.4%	78.4%	74.6%	78.3%
FIS	120	147	0	267	107	131	0	238	89.2%	89.1%	0.0%	89.1%
FRL	578	308	52	938	288	155	12	455	49.8%	50.3%	23.1%	48.5%
HCR	2473	1817	688	4978	1475	1071	434	2980	59.6%	58.9%	63.1%	59.9%
HRV	982	1037	101	2120	479	455	20	954	48.8%	43.9%	19.8%	45.0%
HUM	1563	1783	251	3597	958	1034	180	2172	61.3%	58.0%	71.7%	60.4%
IEL	429	456	51	936	324	368	39	731	75.5%	80.7%	76.5%	78.1%
LEN	1450	1209	74	2733	1198	987	36	2221	82.6%	81.6%	48.6%	81.3%
MAT(4)	452	327	0	779	345	273	0	618	76.3%	83.5%	0.0%	79.3%
MEC	1131	1209	188	2528	822	968	52	1842	72.7%	80.1%	27.7%	72.9%
MOA(4)	302	191	0	493	241	161	0	402	79.8%	84.3%	0.0%	81.5%
MSM	554	616	31	1201	393	471	20	884	70.9%	76.5%	64.5%	73.6%
MTH	8090	7500	2536	18126	4717	4153	1538	10408	58.3%	55.4%	60.6%	57.4%
MUS	746	645	94	1485	417	387	2	806	55.9%	60.0%	2.1%	54.3%
NRG	4910	5079	1220	11209	4541	4819	1109	10469	92.5%	94.9%	90.9%	93.4%
PER	6648	7225	2277	16150	3786	4285	956	9027	56.9%	59.3%	42.0%	55.9%
PHI	746	929	198	1873	586	689	164	1439	78.6%	74.2%	82.8%	76.8%
PHY	577	465	61	1103	374	337	46	757	64.8%	72.5%	75.4%	68.6%
PLA	88	153	5	246	68	121	3	192	77.3%	79.1%	60.0%	78.0%
PSI	2844	2662	641	6147	2133	1899	520	4552	75.0%	71.3%	81.1%	74.1%
PSY	2969	2455	677	6101	1656	1328	434	3418	55.8%	54.1%	64.1%	56.0%
RSS	439	348	141	793	294	206	25	525	67.0%	59.2%	17.7%	66.2%
RTH(3)	349	524	120	993	311	464	114	889	89.1%	88.5%	95.0%	89.5%
SEC	3056	2944	1007	7007	2129	2101	699	4929	69.7%	71.4%	69.4%	70.3%
SOC	2546	2346	565	5457	1604	1553	334	3491	63.0%	66.2%	59.1%	64.0%
SPH	690	786	17	1493	533	544	14	1091	77.2%	69.2%	82.4%	73.1%
SSI	255	196	47	498	8	99	3	110	3.1%	50.5%	6.4%	22.1%
WLD	414	356	77	847	321	271	60	652	77.5%	76.1%	77.9%	77.0%
	86137	79998	19537	185537	57364	53890	12827	124081	66.6%	67.4%	65.7%	66.9%

KEY: FALL=1
SPRING=2
SUMMER=3

NOTES:

1. Total based upon all students registered for classes including those passing, auditing, withdrawing, and receiving incompletes.
2. Passing is defined as those receiving a grade of 2.0 or greater.
3. During FY 1985/86 Respiratory Therapy (RTH) was replaced by Cardiorespiratory Care (CRC).
4. During FY 1984/85 Medical Office Assistant (MOA) was replaced by Medical Assistant Technology (MAT).
5. Construction Technology (CET) and College Reading (CRE) have been assigned inactive status.

TABLE 8: KVCC FINANCIAL AID
FY 1979/80 - 1985/86

TYPE OF AID		1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
SEOG	No. Individ.	175	243	235	255	268	231	254
	Dollar Amt.	72482	83731	71495	70299	71487	68856	78725
CWS	No. Individ.	127	122	110	119	137	113	102
	Dollar Amt.	92979	115751	97737	91868	94152	79463	54785
NDSL	No. Individ.	62	56	32	34	53	94	37
	Dollar Amt.	49937	47711	22858	23746	36034	55178	24499
GSL	No. Individ.	183	314	447	564	604	630	702
	Dollar Amt.	294745	540213	879387	1021194	1153562	1283196	1400335
PELL	No. Individ.	791	1008	945	938	1176	1304	1298
	Dollar Amt.	497587	605362	540739	593740	745212	985612	1149912
KVCC	No. Individ.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Dollar Amt.	156459	162556	142912	144022	175629	174369	195890
TOTAL	No. Individ.	1338	1743	1769	1910	2238	2372	2393
	Dollar Amt.	1164189	1555324	1755128	1944869	2276076	2646674	2904146

KEY:

SEOG - Supplemental Educational Opportunity Grants

CWS - College Work-Study

NDSL - National Direct Student Loans

GSL - Guaranteed Student Loans

PELL - PELL Grants

KVCC - KVCC institutionally based student aid (direct and matching)

N/A - Not Available

TABLE 9: KVCC FINANCIAL AID
FY 1979/80 - 1985/86

TYPE OF AID		1979/80	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86
Grants	Indiv.	966	1251	1180	1193	1444	1535	1552
	(SEOG) Dollars	726528	851649	755146	808061	992323	1228837	1424527
	(PELL) Ave. \$/Ind.	752.10	680.77	639.95	677.34	687.21	800.55	917.87
	(KVCC)* % of Tot. \$	62.41%	54.76%	43.03%	41.55%	43.60%	46.43%	49.05%
Loans	Indiv.	245	370	479	598	657	724	739
	(NDSL) Dollars	344682	587924	902245	1044940	1189596	1338374	1424834
	(GSL) Ave. \$/Ind.	1406.87	1588.98	1883.60	1747.39	1810.65	1848.58	1928.06
	% of Tot. \$	29.61%	37.80%	51.41%	53.73%	52.27%	50.57%	49.06%
Work (CWS)	Indiv.	127	122	110	119	137	113	102
	Dollars	92979	115751	97737	91868	94152	79463	54785
	Ave. \$/Ind.	732.12	948.78	888.52	772.00	687.24	703.21	537.11
	% of Tot. \$	7.99%	7.44%	5.57%	4.72%	4.14%	3.00%	1.89%

* Number of Individuals Not Available

TABLE 10: FINANCIAL AID FY 1980/81 - FY 1985/86
- Adjusted for Inflation

	KVCC FY 1980/81- FY 1985/86 CHANGE -----	COLLEGE BOARD* NATIONAL DATA -----
1985/86	\$2,904,146	\$21,000,000,000
1980/81 (minus)	1,555,324	17,073,000,000
DIFFERENCE	1,348,822	3,927,000,000
% CHANGE	86.72%	23.00%
INFLATION	26.00%	26.00%
CHANGE ADJUSTED FOR INFLATION	60.72%	-3.00%

Source: NACUBO Business Officer, October 1986, p. 17

Table 11: IMPACT OF FINANCIAL AID AWARENESS UPON DECISION
TO ATTEND KVCC

Item E. AWARENESS OF FINANCIAL AID	Item D1. "Do you plan to attend KVCC?"			
	Yes	No	Not Sure	Total
Yes	88.9% (16)	75.9% (63)	68.4% (54)	73.9% (133)
No	11.1% (2)	24.1% (20)	31.6% (25)	26.1% (47)
Total	100.0% (18)	100.0% (83)	100.0% (79)	100.0% (180)

Source: High School Students

Table 12: RELATIVE IMPACTS OF BARRIERS UPON DECISION TO ATTEND KVCC

Barrier/Impact*	Item D1. "Do you plan to attend KVCC?"			Total
	Yes	No	Not Sure	
Cost (item D.)				
Prevented	44.4% (8)	10.8% (9)	21.9% (14)	18.8% (31)
Not Prevented	55.6% (10)	89.2% (74)	78.1% (50)	81.2% (134)
Total	100.0% (18)	100.0% (83)	100.0% (64)	100.0% (165)
Social Contacts (item G1.)				
Prevented	14.3% (1)	30.6% (15)	23.4% (11)	26.2% (27)
Not Prevented	85.7% (6)	69.4% (34)	76.6% (36)	73.8% (76)
Total	100.0% (7)	100.0% (49)	100.0% (47)	100.0% (103)
Racial Problems (item H1.)				
Prevented	20.0% (1)	35.5% (11)	37.5% (15)	35.5% (27)
Not Prevented	80.0% (4)	64.5% (20)	62.5% (25)	64.5% (49)
Total	100.0% (5)	100.0% (31)	100.0% (40)	100.0% (76)
Racial Composition (item I1.)				
Prevented	20.0% (1)	31.7% (13)	25.0% (7)	28.4% (21)
Not Prevented	80.0% (4)	68.3% (28)	75.0% (21)	71.6% (53)
Total	100.0% (5)	100.0% (41)	100.0% (28)	100.0% (74)
Academic Preparation (item K1.)				
Prevented	6.2% (1)	44.4% (32)	26.8% (19)	32.7% (52)
Not Prevented	93.8% (15)	55.6% (40)	73.2% (52)	67.3% (107)
Total	100.0% (16)	100.0% (72)	100.0% (71)	100.0% (159)

* Impacts of barriers are presented in terms of the barriers preventing and not preventing KVCC enrollment.

Source: High School Students

Table 13: EXPECTED FINANCIAL CONTRIBUTION BY INCOME LEVEL (BLACK FAMILIES)

Part I, Item 9.

Expectation of Financial Contribution to Family Following High School Graduation

Part II, Item 4. Family Income

	\$0- 5,999	\$6,000- 11,999	\$12,000- 17,999	\$18,000- 23,999	\$24,000- 29,999	\$30,000 and over	Total
Yes		20.0% (1)				80.0% (4)	100.0% (5)
No	5.9% (1)	17.6% (3)	11.8% (2)	17.6% (3)	5.9% (1)	41.2% (7)	100.0% (17)
Not Sure	60.0% (3)				20.0% (1)	20.0% (1)	100.0% (5)
Total	4	4	2	3	2	12	27

Source: Parents of High School Students

Table 14: REMEDIAL ENROLLMENT BY FEELINGS OF PREPARATION

		Part III. Item K. Feelings of adequate college preparation.					
Part III. Item M. Taken remedial courses at KVCC					Probably Definitely		
		Definitely	Probably	Not Sure	Not	Not	Total

Yes		16.0% (4)	33.3% (12)	38.5% (5)	0% (0)	100% (2)	27.7% (23)
No		84.0% (21)	66.7% (24)	61.5% (8)	100% (7)	0% (0)	72.3% (60)
Total		100% (25)	100% (36)	100% (13)	100% (7)	100% (2)	100.0% (83)

Source: KVCC Students

TABLE 15: PREPARATION FOR COLLEGE BY PREVENTED FROM ENROLLING

Part III. Item J. Would your concerns (academic preparation) prevent you from enrolling at KVCC?	Part III. Item K.1. Do you feel that you are adequately prepared for college courses?				
	Definitely	Probably	Not Sure	Probably Not	Definitely Not
Yes	44.4% (8)	4.8% (1)	12.5% (3)	42.8% (3)	50.0% (5)
No	55.6% (10)	95.2% (20)	87.5% (21)	57.1% (4)	50.0% (5)
Total	100% (18)	100% (21)	100% (24)	100% (7)	100% (10)

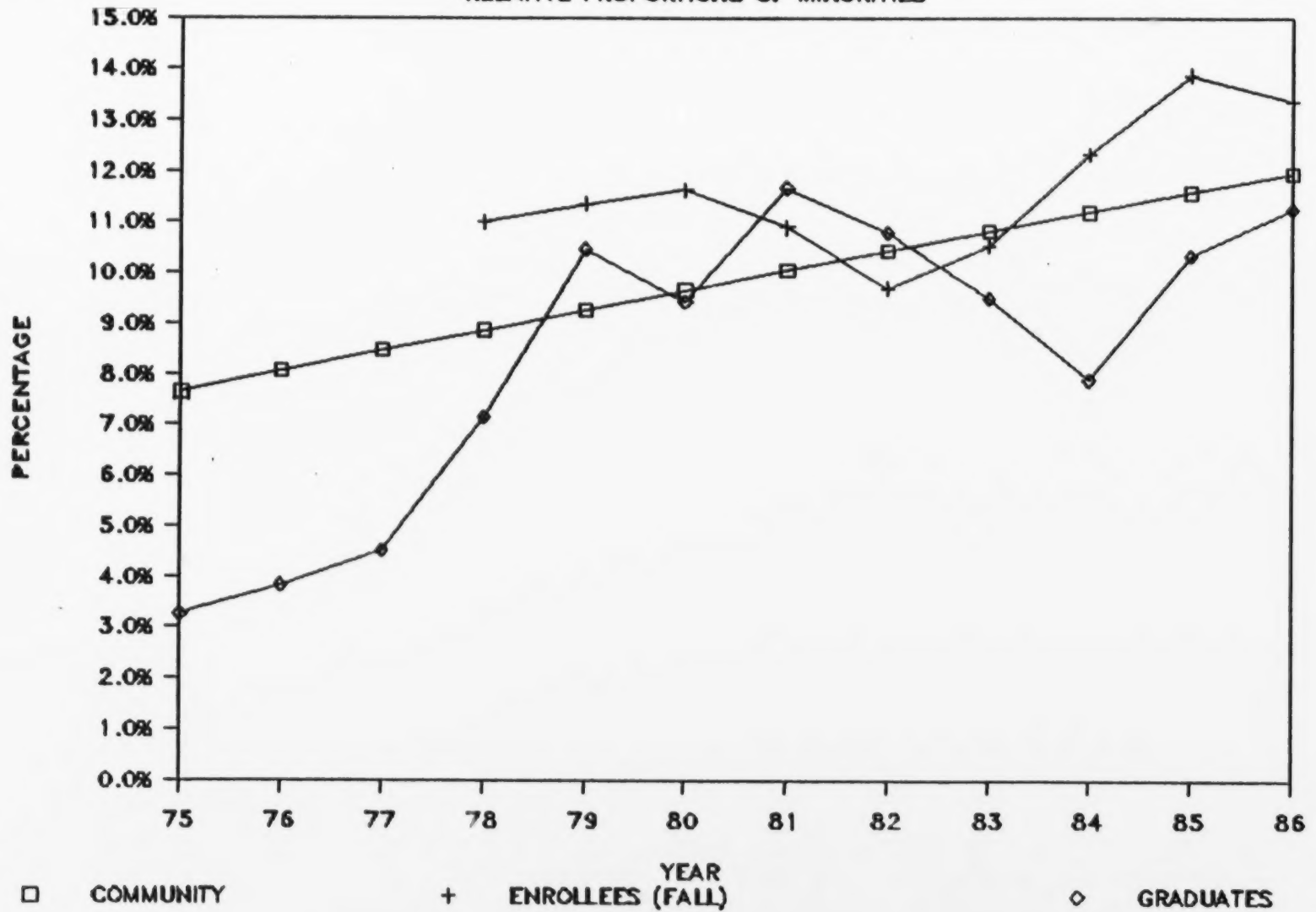
Source: Minority Adults

Appendix B: Illustrations

ILLUSTRATION A

RACIAL CHARACTERISTICS

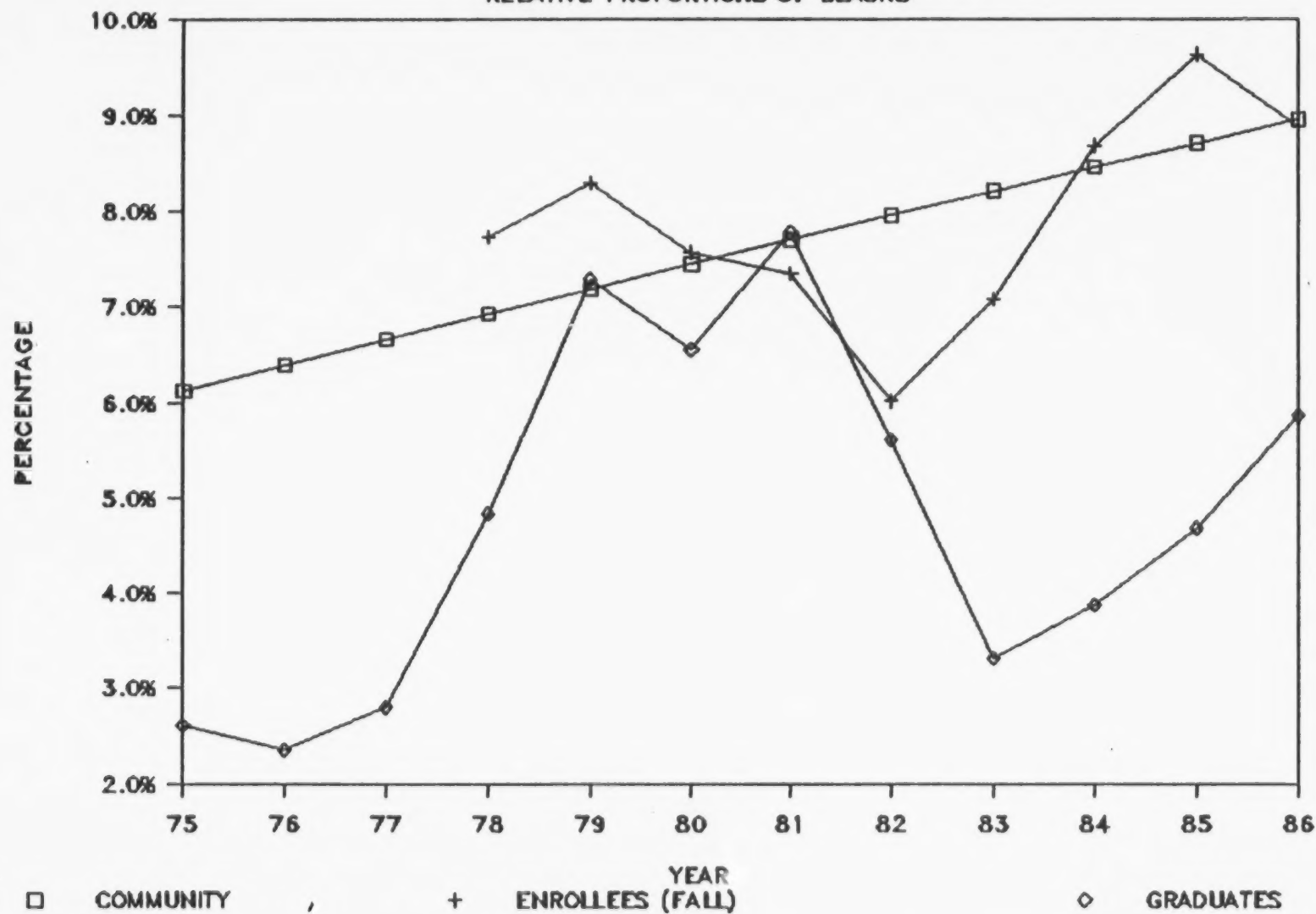
RELATIVE PROPORTIONS OF MINORITIES



-132-

RACIAL CHARACTERISTICS

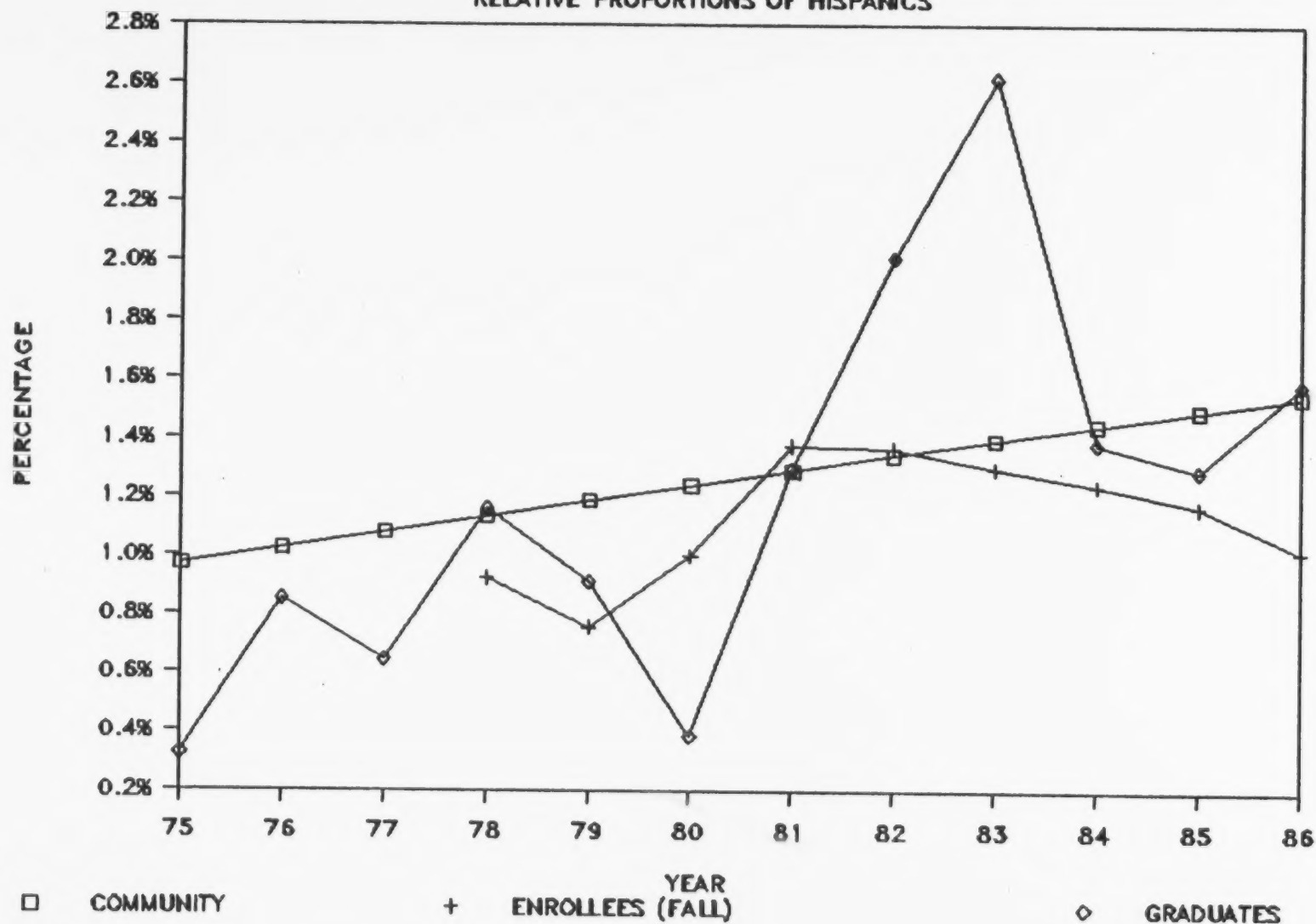
RELATIVE PROPORTIONS OF BLACKS



-133-

RACIAL CHARACTERISTICS

RELATIVE PROPORTIONS OF HISPANICS



□ COMMUNITY

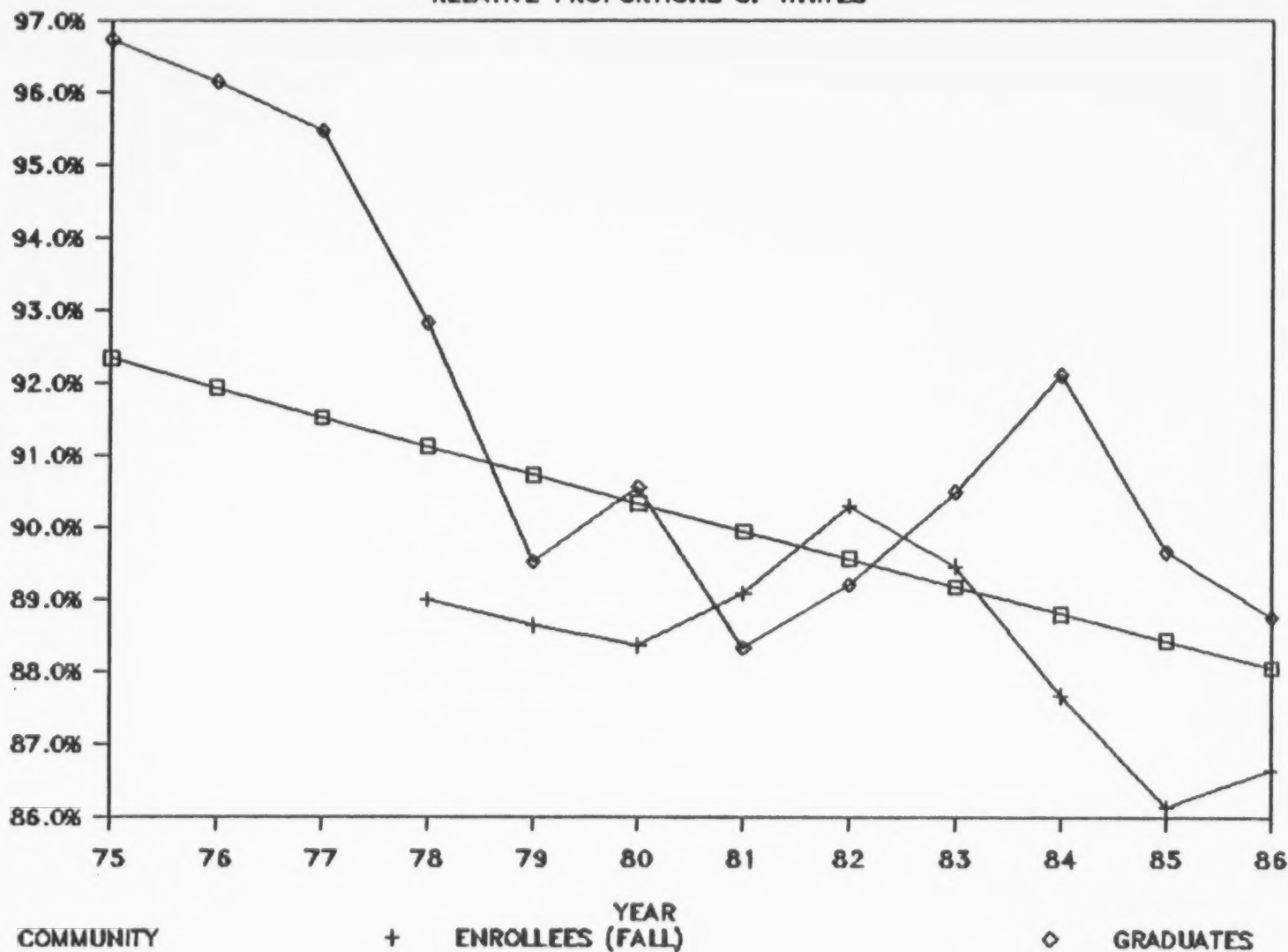
+ ENROLLEES (FALL)

◇ GRADUATES

ILLUSTRATION D

RACIAL CHARACTERISTICS

RELATIVE PROPORTIONS OF WHITES



Appendix C: Perceptions of Minority High School Students

- Tabulated Questionnaires
- Questionnaire Comments

(ALL STUDENTS)

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF MINORITY HIGH SCHOOL STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? Ave. = 16.3

B. Sex 108(51.2%) Male
103(46.8%) Female

C. Race/Ethnic Background
20(9.4%) 1. Hispanic 15(7.1%) 4. Asian/Pacific Is.
169(79.7%) 2. Black, Non-Hispanic 9(2.8%) 5. Native American
9(4.1%) 3. White, Non-Hispanic 2(0.9%) 6. Non-Res. Alien

D. Are you planning to attend college?

185(89.4%) Yes
22(10.6%) No (please skip to Part II.)

1. Do you plan to attend KVCC?
19(10.1%) Yes 81(43.1%) Not sure
88(46.8%) No

2. Do you intend to work while attending?
149(81.7%) Yes
27(13.3%) No (please skip to question E.)

3. Will you be working full or part time?
28(15.5%) 1. Full-time
123(61.5%) 2. Part-time

E. If you are interested in attending college, which area would you like to concentrate upon? (then skip to Part III.)

54(30.5%) 1. Vocational/Technical Careers
23(13.1%) 2. Health Related Careers
31(17.3%) 3. Liberal Arts (includes 4 year transfer programs)
87(47.8%) 4. Undecided

Part II. Please state in your own words why you aren't planning to attend college.

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

114(57.6%) 1. Very important 17(8.6%) 3. Minor importance
55(27.8%) 2. Somewhat important 12(6.1%) 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (check as many as apply)

142(46.9%) 1. Tuition/books
30(9.5%) 2. Transportation
26(8.1%) 3. Loss of other income
77(23.9%) 4. Inability to meet additional expenses
8(2.5%) 5. Other (please specify)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

128(64.0%) 1. Definitely 6(3.0%) 4. Probably not
32(16.0%) 2. Probably 2(1.0%) 5. Definitely not
22(11.0%) 3. Not sure

D. Would the cost of going to KVCC prevent you from attending?

38(20.8%) Yes
142(79.2%) No

E. Did you know that financial aid is available for most students who need it?

145(72.9%) Yes
54(27.1%) No

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

110(59.1%) Yes
76(40.9%) No

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

113(60.8%) Yes
73(39.2%) No (please skip to question H.)

1. Would your concerns prevent you from enrolling at KVCC?

28(25.7%) Yes
80(74.3%) No

2. What types of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

22(12.4%) 1. Yes, very concerned
61(34.3%) 2. Somewhat concerned
94(53.3%) 3. Not concerned at all (please skip to question I.)

1. Would your concerns prevent you from enrolling at KVCC?

28(34.2%) Yes
54(65.8%) No

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are White?

90(48.1%) 1. Yes, I don't see this as a problem (skip to question J.)
64(34.2%) 2. Probably, but it would depend on the other students in the class
13(7.0%) 3. I would probably be uncomfortable
20(10.7%) 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?

22(26.5%) Yes
61(73.5%) No

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are (or will be) adequately prepared for college courses?

62(32.3%) 1. Definitely
91(47.4%) 2. Probably
31(16.2%) 3. Not sure
2(1.0%) 4. Probably not
6(3.1%) 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

120(60.9%) 1. Very concerned
49(24.9%) 2. Somewhat concerned
15(7.6%) 3. Only slightly concerned
13(6.6%) 4. Not concerned at all (skip to question L.)

1. Would your concerns prevent you from enrolling at KVCC?

55(32.2%) Yes
116(67.8%) No

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

83(43.5%) Yes
10(5.3%) No
78(40.9%) Don't know

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

62(32.3%) Yes
127(67.7%) No

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office at 372-5346.

TOTAL HIGH SCHOOL STUDENTS PLANNING TO ATTEND COLLEGE

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF MINORITY HIGH SCHOOL STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? x = 16.2

B. Sex 93 Male (49.2%)
96 Female (50.8)

C. Race/Ethnic Background

<u>15</u> 1. Hispanic (7.9%)	<u>14</u> 4. Asian/Pacific Islander (7.4%)
<u>153</u> 2. Black, Non-Hispanic (80.5%)	<u>6</u> 5. Native American (3.2%)
<u>0</u> 3. White, Non-Hispanic (0%)	<u>2</u> 6. Non-Resident Alien (1.0%)

D. Are you planning to attend college?

185 Yes (100%)
0 No (please skip to Part II.)

1. Do you plan to attend KVCC?

19 Yes (10.1%) 81 Not sure (43.1%)
88 No (46.8%)

2. Do you intend to work while attending?

149 Yes (84.7%)
27 No (please skip to question E.) (15.3%)

3. Will you be working full or part time?

28 1. Full-time (18.5%)
121 2. Part-time (81.5%)

E. If you are interested in attending college, which area would you like to concentrate upon? (then skip to Part III.)

54 1. Vocational/Technical Careers (30.5%)
74 2. Health Related Careers (44.1%)
37 3. Liberal Arts (includes 4 year transfer programs) (17.5%)
67 4. Undecided (37.8%)

Part II. Please state in your own words why you aren't planning to attend college.

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

103 1. Very important (56.9%) 17 3. Minor importance (9.4%)
50 2. Somewhat important (27.6%) 11 4. Not important at all (6.1%)

B. What specific concerns do you have regarding the cost of college? (check as many as apply)

133 1. Tuition/books (47.8%)
44 2. Transportation (15.8%)
25 3. Loss of other income (9.0%)
70 4. Inability to meet additional expenses (25.2%)
6 5. Other (please specify) (2.2%)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

117 1. Definitely (64.6%) 4 4. Probably not (2.2%)
38 2. Probably (21.0%) 2 5. Definitely not (1.1%)
20 3. Not sure (11.0%)

D. Would the cost of going to KVCC prevent you from attending?

11 Yes (18.7%)
135 No (81.3%)

E. Did you know that financial aid is available for most students who need it?

134 Yes (74.0%)
47 No (26.0%)

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

99 Yes (58.6%)
70 No (41.4%)

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

107 Yes (62.6%)
64 No (please skip to question H.) (37.4%)

1. Would your concerns prevent you from enrolling at KVCC?

27 Yes (26.5%)
75 No (73.5%)

2. What types of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

21 1. Yes, very concerned (12.8%)
36 2. Somewhat concerned (34.2%)
57 3. Not concerned at all (please skip to question I.) (53.0%)

1. Would your concerns prevent you from enrolling at KVCC?

27 Yes (35.5%)
49 No (64.5%)

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are White?

83 1. Yes, I don't see this as a problem (skip to question J.) (48.5%)
59 2. Probably, but it would depend on the other students in the class (34.5%)
12 3. I would probably be uncomfortable (7.0%)
17 4. No, I wouldn't be comfortable at all (9.9%)

1. Would your concerns prevent you from enrolling at KVCC?

21 Yes (28.4%)
53 No (71.6%)

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are (or will be) adequately prepared for college courses?

60 1. Definitely (34.3%)
35 2. Probably (48.6%)
27 3. Not sure (15.4%)
2 4. Probably not (1.1%)
1 5. Definitely not (.6%)

K. How concerned are you about being adequately prepared for college courses?

113 1. Very concerned (62.8%)
74 2. Somewhat concerned (24.4%)
14 3. Only slightly concerned (7.8%)
9 4. Not concerned at all (5.0%)
(skip to question K.)

1. Would your concerns prevent you from enrolling at KVCC?

52 Yes (32.7%)
107 No (67.3%)

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

75 Yes (43.4%)
76 No (15.0%)
72 Don't know (41.6%)

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

58 Yes (33.7%)
114 No (66.3%)

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office at 372-5346.

BLACK HIGH SCHOOL STUDENTS PLANNING TO ATTEND COLLEGE

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF MINORITY HIGH SCHOOL STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? X= 16.2

B. Sex 74 Male (50.3%)
73 Female (49.7%)

C. Race/Ethnic Background

<u>0</u> 1. Hispanic	<u>0</u> 4. Asian/Pacific Islander
<u>148</u> 2. Black, Non-Hispanic (100%)	<u>0</u> 5. Native American
<u>0</u> 3. White, Non-Hispanic	<u>0</u> 6. Non-Resident Alien

D. Are you planning to attend college?

148 Yes (100%)
0 No (please skip to Part II.)

1. Do you plan to attend KVCC?

12 Yes (8.2%) 59 Not sure (40.4%)
73 No (51.4%)

2. Do you intend to work while attending?

117 Yes (85.4%)
20 No (please skip to question E.) (14.6%)

3. Will you be working full or part time?

21 1. Full-time (17.8%)
97 2. Part-time (82.2%)

E. If you are interested in attending college, which area would you like to concentrate upon? (then skip to Part III.)

47 1. Vocational/Technical Careers (33.6%)
70 2. Health Related Careers (14.5%)
44 3. Liberal Arts (includes 4 year transfer programs) (15.7%)
51 4. Undecided (36.4%)

Part II. Please state in your own words why you aren't planning to attend college.

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

78 1. Very important (54.9%) 13 3. Minor importance (9.2%)
41 2. Somewhat important (28.9%) 10 4. Not important at all (7.0%)

B. What specific concerns do you have regarding the cost of college? (check as many as apply)

102 1. Tuition/books (47.0%)
31 2. Transportation (15.2%)
29 3. Loss of other income (11.0%)
56 4. Inability to meet additional expenses (24.9%)
6 5. Other (please specify) (1.8%)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

91 1. Definitely (64.1%) 4 4. Probably not (2.8%)
31 2. Probably (23.2%) 2 5. Definitely not (1.4%)
14 3. Not sure (8.4%)

D. Would the cost of going to KVCC prevent you from attending?

23 Yes (17.3%)
110 No (82.7%)

E. Did you know that financial aid is available for most students who need it?

109 Yes (76.8%)
31 No (23.2%)

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

76 Yes (57.1%)
57 No (42.9%)

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

85 Yes (63.4%)
49 No (please skip to question H.) (36.6%)

1. Would your concerns prevent you from enrolling at KVCC?

24 Yes (28.2%)
61 No (71.8%)

2. What types of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

10 1. Yes, very concerned (14.3%)
44 2. Somewhat concerned (33.1%)
70 3. Not concerned at all (please skip to question I.) (52.6%)

1. Would your concerns prevent you from enrolling at KVCC?

23 Yes (35.9%)
41 No (64.1%)

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are white?

37 1. Yes, I don't see this as a problem (skip to question J.) (42.2%)
51 2. Probably, but it would depend on the other students in the class (37.8%)
11 3. I would probably be uncomfortable (8.2%)
16 4. No, I wouldn't be comfortable at all (11.8%)

1. Would your concerns prevent you from enrolling at KVCC?

20 Yes (30.3%)
46 No (69.7%)

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are (or will be) adequately prepared for college courses?

52 1. Definitely (37.7%)
33 2. Probably (45.6%)
20 3. Not sure (14.5%)
2 4. Probably not (1.4%)
1 5. Definitely not (.7%)

K. How concerned are you about being adequately prepared for college courses?

100 1. Very concerned (70.9%)
30 2. Somewhat concerned (21.3%)
5 3. Only slightly concerned (3.6%)
0 4. Not concerned at all (skip to question K.) (4.3%)

1. Would your concerns prevent you from enrolling at KVCC?

43 Yes (34.1%)
87 No (65.9%)

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

30 Yes (43.1%)
16 No (13.8%)
39 Don't know (43.1%)

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

47 Yes (34.6%)
80 No (65.4%)

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office at 372-5346.

HISPANIC HIGH SCHOOL STUDENTS PLANNING TO ATTEND COLLEGE

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY PERCEPTIONS OF MINORITY HIGH SCHOOL STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? 16.2

B. Sex 8 Male (53.3%)
7 Female (46.7%)

C. Race/Ethnic Background

15 1. Hispanic (100%)
0 2. Black, Non-Hispanic
0 3. White, Non-Hispanic
0 4. Asian/Pacific Islander
0 5. Native American
0 6. Non-Resident Alien

D. Are you planning to attend college?

15 Yes (100%)
0 No (please skip to Part II.)

1. Do you plan to attend KVCC?

5 Yes (33.3%)
3 No (20.0%) 7 Not sure (46.7%)

2. Do you intend to work while attending?

15 Yes (100%)
0 No (please skip to question E.)

3. Will you be working full or part time?

2 1. Full-time (13.3%)
13 2. Part-time (86.7%)

E. If you are interested in attending college, which area would you like to concentrate upon? (then skip to Part III.)

3 1. Vocational/Technical Careers (20.0%)
4 2. Health Related Careers (13.3%)
1 3. Liberal Arts (includes 4 year transfer programs) (6.7%)
9 4. Undecided (60.0%)

Part II. Please state in your own words why you aren't planning to attend college.

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

12 1. Very important (80.0%)
3 2. Somewhat important (20.0%) 0 3. Minor importance
0 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (check as many as apply)

11 1. Tuition/books (42.3%)
3 2. Transportation (19.2%)
0 3. Loss of other income
0 4. Inability to meet additional expenses (34.6%)
1 5. Other (please specify) (1.8%)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

11 1. Definitely (78.6%)
2 2. Probably (14.3%)
1 3. Not sure (7.1%) 0 4. Probably not
0 5. Definitely not

D. Would the cost of going to KVCC prevent you from attending?

5 Yes (35.7%)
9 No (64.3%)

E. Did you know that financial aid is available for most students who need it?

10 Yes (71.4%)
3 No (28.6%)

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

11 Yes (84.6%)
2 No (15.4%)

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

6 Yes (42.9%)
8 No (please skip to question H.) (57.1%)

1. Would your concerns prevent you from enrolling at KVCC?

0 Yes
6 No (100%)

2. What types of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

0 1. Yes, very concerned
6 2. Somewhat concerned (50%)
6 3. Not concerned at all (please skip to question I.) (50.0%)

1. Would your concerns prevent you from enrolling at KVCC?

0 Yes
6 No (100%)

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are White?

11 1. Yes, I don't see this as a problem (skip to question J.) (78.6%)
1 2. Probably, but it would depend on the other students in the class (21.4%)
0 3. I would probably be uncomfortable
0 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?

0 Yes
2 No (100%)

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are (or will be) adequately prepared for college courses?

0 1. Definitely
10 2. Probably (76.9%)
1 3. Not sure (23.1%)
0 4. Probably not
0 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

3 1. Very concerned (21.4%)
5 2. Somewhat concerned (35.7%)
6 3. Only slightly concerned (42.9%)
0 4. Not concerned at all (skip to question K.)

1. Would your concerns prevent you from enrolling at KVCC?

2 Yes (14.3%)
12 No (85.7%)

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

7 Yes (50.0%)
2 No (14.3%)
5 Don't know (35.7%)

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

1 Yes (21.4%)
11 No (78.6%)

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office at 372-5346.

TOTAL HIGH SCHOOL STUDENTS NOT PLANNING TO ATTEND COLLEGE

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF MINORITY HIGH SCHOOL STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? 16.5

B. Sex 15 Male (68.2%)
7 Female (31.8%)

C. Race/Ethnic Background

5 (22.3%) 1. Hispanic 1 (4.6%) 4. Asian/Pacific Islander
16 (72.7%) 2. Black, Non-Hispanic 0 5. Native American
0 3. White, Non-Hispanic 0 6. Non-Resident Alien

D. Are you planning to attend college?

0 Yes
22 (100%) No (please skip to Part II.)

1. Do you plan to attend KVCC?

0 Yes 0 Not sure
0 No

2. Do you intend to work while attending?

0 Yes
0 No (please skip to question E.)

3. Will you be working full or part time?

0 1. Full-time
0 2. Part-time

E. If you are interested in attending college, which area would you like to concentrate upon? (then skip to Part III.)

0 1. Vocational/Technical Careers
0 2. Health Related Careers
0 3. Liberal Arts (includes 4 year transfer programs)
0 4. Undecided

=====
Part II. Please state in your own words why you aren't planning to attend college.

=====

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

11 (64.7%) 1. Very important 0 3. Minor importance
5 (29.4%) 2. Somewhat important 1 (5.9%) 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (check as many as apply)

9 (34.6%) 1. Tuition/books
6 (23.1%) 2. Transportation
1 (3.8%) 3. Loss of other income
8 (30.8%) 4. Inability to meet additional expenses
2 (7.7%) 5. Other (please specify) _____

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

11 (57.9%) 1. Definitely 2 (10.5%) 4. Probably not
4 (21.0%) 2. Probably 0 5. Definitely not
2 (10.5%) 3. Not sure

D. Would the cost of going to KVCC prevent you from attending?

7 (41.2%) Yes
10 (58.8%) No

E. Did you know that financial aid is available for most students who need it?

11 (61.1%) Yes
7 (38.9%) No

F. Would the availability of adequate financial aid lead you to enroll at KVCC?
11 (64.7%) Yes
6 (35.3%) No

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

6 (40.0%) Yes
9 (60.0%) No (please skip to question H.)

1. Would your concerns prevent you from enrolling at KVCC?
1 (20.0%) Yes
4 (80.0%) No

2. What types of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

1 (7.7%) 1. Yes, very concerned
3 (38.5%) 2. Somewhat concerned
7 (53.8%) 3. Not concerned at all (please skip to question I.)

1. Would your concerns prevent you from enrolling at KVCC?
1 (16.7%) Yes
5 (83.3%) No

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are white?

7 (43.8%) 1. Yes, I don't see this as a problem (skip to question J.)
5 (30.2%) 2. Probably, but it would depend on the other students in the class
1 (6.2%) 3. I would probably be uncomfortable
3 (18.8%) 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?
1 (10.0%) Yes
9 (90.0%) No

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are (or will be) adequately prepared for college courses?

2 (11.8%) 1. Definitely
6 (35.3%) 2. Probably
4 (23.5%) 3. Not sure
0 4. Probably not
5 (29.4%) 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

7 (41.2%) 1. Very concerned
5 (29.4%) 2. Somewhat concerned
1 (5.9%) 3. Only slightly concerned
4 (23.5%) 4. Not concerned at all (skip to question K.)

1. Would your concerns prevent you from enrolling at KVCC?
3 (25.0%) Yes
9 (75.0%) No

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

8 (44.4%) Yes
4 (22.2%) No
6 (33.3%) Don't know

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

4 (23.5%) Yes
13 (76.5%) No

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office at 372-5346.

KALAMAZOO VALLEY COMMUNITY COLLEGE
METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF HIGH SCHOOL STUDENTS

PART II: Please state in your own words why you aren't planning to attend college.

<u>Student #</u>	<u>Reason</u>
4	Cause I do not need to go cause I am already going to school for what I want to be.
23	It's like a yes and no question. I'm still thinking about it.
53	Because I'm entering the service and that's in my own words and nobody else.
104	Because I'm going to the navy and learn aviation and have hands-on training.
106	I don't want to I plan on going into the service first.
109	Because I plan to go joined the navy restriction.
138	Because I plan to either go into the air force or be a automotive mechanic.
148	I might go into the service so I don't know.
160	Because I ain't got no money.
188	I want to work first and save money, then go to college. I'm not sure what field.
192	I plan on going to the air force when I finish school.
193	I won't have the money to go to college but I would like to.
195	I don't have the money to go to college, but I would like to go to college.
199	Need a job.
200	I need to work to help my Father with bills.

PART III/F: Would the availability of adequate financial aid lead you to enroll at KVCC? If no, what else would be necessary?

<u>Student #</u>	<u>What else would be necessary?</u>
1	A pre-med/med. program.
3	I hate KVCC
9	I plan on going to the University of Michigan.
20	I do not wish to attend KVCC. Financial aid is available at other schools.
22	A non payback financial enrollment program under which you get grants of money in return for you bettering of your community.
32	I do not want to go to KVCC unless it is impossible for me to go anywhere else.
34	Nothing.
35	I would probably consider your college, not necessarily enroll.
40	Nothing, I just don't plan on attending.
41	Nothing - I don't want to go there.
42	I'm not going to college in Kalamazoo. I'm going away from home to go to college.
43	Nothing, I don't want to go to a community college.
45	Money for transportation.
48	Nothing, I just don't want to attend KVCC.
52	All the things the Navy provides.
53	(maybe) On job training or most hands on work.
54	Nothing.
55	You need more than financial aid. They have to have classes that I want to take.

PART III/F (Cont.)

<u>Student #</u>	<u>What else would be necessary?</u>
57	I don't want to attend KVCC...PERIOD.
58	I would just like to go to UCLA.
59	Nothing, don't plan on attending.
60	I have no interest in KVCC, but if I were to go I would not have to meet the cost because my mother's work, K-College would pay for it.
63	Nothing, I don't want to stay in Kzoo.
64	Not knowing what to be.
66	Everything.
70	I am not considering going to a 2-yr. college.
72	The proper educational needs for my major.
77	A better college than lousy KVCC. I want a real college.
78	Not going to KVCC.
81	Free everything.
85	If they changed there name to Stanford.
86	A good Physics program.
89	The places to inhabit while studying.
92	Better education.
97	Prestige.
103	I don't want to go to KVCC.
108	I don't want to attend that college.
125	I just don't want to go there.
126	I don't want to go there.

PART III/F (Cont.)

<u>Student #</u>	<u>What else would be necessary?</u>
131	Just to find out if this is the right school.
135	A more complex board of education, more sports, and majors in Law Enforcement.
138	Good grades that I don't have.
141	A school out of the state I am tired of Kalamazoo.
143	No comment.
145	I just don't want to go to KVCC, it's just a glorified high school.
158	KVCC does not have the kind of education I want. I want to be a surgeon and I do not want to go to a community college.
160	Curriculum, you aint got it!
164	If I was not enrolled at Howard University.
167	Don't know.
168	I don't know because I'm going to Princeton, Yale, or Oxford.
169	Because I would want to attend an out of state college plus, UCLA, Atlantic University, or Howard.
177	I don't know.
207	It's just the fact that I would rather go to a different college.
211	More challenging courses.

PART III/G: Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

If yes, what types of contact would you find most interesting?

<u>Student #</u>	<u>What types of contact?</u>
1	Physical, emotional, intellectual.
7	Student organizations, cultural events.
8	Any kind.
9	A person who knows what it is like to be feeling high at times and then have one event ruin his week.
15	Artistic cartooning.
17	All of them mentioned.
20	Doing something new/different.
22	Giutar players and hunters
27	Business administration.
28	Group organizations aimed to help the community, plus give education to the students involved.
29	Friendships, club.
32	Clubs for special interests.
35	Clubs involving a major area of interest.
36	Student organization.
38	Just plain friendship.
47	Basketball, football.
54	Student organizations and friends.
59	Sorority and fraternity gatherings.
61	Unknown at present time.
66	A new bigger college.

PART III/G/ (Cont.)

<u>Student #</u>	<u>What types of contact?</u>
73	Student organizations.
77	A real college.
78	All of the above in G.
79	Just plain friendships and student organizations.
81	Clubs.
86	With other cultures.
87	Computer.
89	Such as club.
94	Clubs and plain friendships.
99	Student organizations, friendships, clubs.
100	Parties, classes, and sports.
103	Social and plain friendships.
115	Female, I can mingle with any origin.
119	Clubs and sororities
125	Social activities and friendship.
138	Cultural events.
139	Clubs, meeting new friends, and special recreational type things.
145	Just plain friendships. It doesn't matter which ethnic background, just as long as they are a true friend.
148	Computers, teaching.
156	Learning something I don't know and meeting new people.
164	With people from different countries and cultures.
167	Hunting, fishing, sports.
168	Brain surgery or a art class.

PART III/G (Cont.)

<u>Student #</u>	<u>What types of contact?</u>
169	Clubs, student organizations.
170	Learning skills and communication with other students.
171	Parties, sports, get together and do things.
175	I like sports, clubs, and organizations.
185	Something that blacks and other minorities can be involved in.
186	More black leadership.
189	Different types of student organizations with some minorities as members.
190	Greek organization.
191	Plain friendship.
192	Plain friendships.
195	Friendship and student organization.
201	Student organizations and making friends.
203	Meeting older students other than students my own age.
204	Friendships.
205	All of them.
207	Just to meet friends, have fun and to get the most out of the learning experience.
211	Fraternities, sporting events.
215	Really, all of the above.
216	Nursing.
217	Foreign Language.

PART III/H: Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

2: What could KVCC do to reduce this problem?

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
3	Nothing.
7	Stop being racism.
8	I don't know.
14	Nothing.
28	If problem was major, try to have inter-racial group seccions where people would find likeness in each other and not hate or dislike for unknown reasons.
32	Allow more minorities into the school.
37	Let all students attend from all racial backgrounds.
38	Try to make programs that break down a racial barrier.
47	Let me attend college and pay by the rate of my job.
52	Nothing I can think of.
53	Help us out.
55	You can't do anything.
60	I don't know.
69	I don't care.
73	Enroll more blacks.
81	Don't
87	Anything can help me.
90	Ask for more opinions.
104	I'm going to do nothing.
106	People in job world.
111	I don't really know.
126	Nothing.

PART III/H (Cont.)

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
127	Get along with another.
135	Have an equal racial ratio.
144	I can't say anything because I don't know.
148	I don't know.
157	Lower the tuition a couple of thousand.
166	Don't know.
167	Stop being prejudice.
168	Nothing, because don't nobody want to go to stale KVCC. I'm a Princeton man.
171	Stop asking about these racial things. It don't matter what color you are. It's what's inside.
172	I really don't have a solution but if there is a kind of racial tension then this enviroment would not be to my liking.
185	I don't know.
186	More black leadership.
187	Get rid of prejudice teachers. Do they (KVCC) have black teachers?
189	Enroll minorities.
193	I don't know.
194	Don't know at the time.
195	Come to high schools to talk to minority students before the finish.
201	Have hispanic staff - i.e - counselor, come to high school and talk to us.

PART III/H (Cont.)

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
202	Don't know
203	Not sure.
204	Do things at the high schools, like college nights.
208	KVCC could listen to how the students feel and act on or question whatever staff member is involved.
215	KVCC doesn't need to do anything. Just whoever want to enroll let them enroll.

PART III/I: Do you feel that you could be comfortable in a classroom situation where most of your fellow students are White? What could KVCC do to reduce this problem?

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
3	Nothing.
7	They could prevent prejudice.
8	Don't know.
14	Nothing
28	To balance out the classrooms as much as possible so a person of different race wouldn't feel left out.
29	More or less integrate races in all classes.
32	Allow more minorities into the school.
33	You can't change the people!
38	Try to make programs that break down a social barrier.
41	Don't know.
42	To enroll more black students and equally balance out the classrooms.
47	Make sure everyone works as a team.
54	Advertise more black people on commercial TV.
55	Get rid of the people who are so uncomfortable.
57	Have balanced classes.
60	I don't know.
73	Enroll more blacks
76	Nothing
77	Lower their tuition from \$21 to \$5 a year
78	Don't care - get rid of prejudices!
90	Again ask for more opinion.

PART III/I (Cont.)

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
100	Have more blacks.
105	Don't know.
106	Same amount of minority.
108	I don't know.
116	Send out more literature.
119	To split the class in black and white.
122	If it is a problem they should know how to take care of this.
125	Enroll not just whites, let it be free to everyone.
126	Nothing.
127	Mix the people up.
143	Balance the classes out.
144	Keep going.
145	KVCC could balance the classrooms so that they are pretty much even.
148	Open up more doors for blacks.
157	Intergrate more people of different races.
158	I'm not sure.
164	See that the classes are mixed.
166	Don't know.
167	Leave it be.
168	Everything.
170	Get more black students.
171	Stop worrying about the comfort of someone and just run the damn school.

PART III/I (Cont.)

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
185	Accept more minorities.
186	I don't know.
187	I don't know.
189	Have more minority students and teachers.
204	Have more hispanic students and workers.
205	Get more Mexicans to enroll in classes and have a counselor who is hispanic that can come talk to us about classes and financial assistance.
208	They could take more time and balance the classes out (Try to have close to the same amounts white students as colored students.)
212	Have a certain percentage of all races in every class.

PART III/K: How concerned are you about being adequately prepared for college courses? Question 1: Would your concerns prevent you from enrolling at KVCC? Question 2: What could KVCC do to reduce this problem?

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
1	Let me go somewhere else.
3	Nothing.
7	Bring up my credits.
14	Have high school courses available.
16	Give me more information about your courses.
20	Nothing, there is no problem.
22	Give grants of money - for nothing!
25	Help me prepare myself further.
28	Having different levels of college prep. classes for a student's different level of education and either help to improve or encourage.
32	In general, offer more classes.
36	full-time tutors
38	Have prep class that will help boost skill and confidence in areas weak to that student.
41	Nothing, because I'm not going.
42	To encourage people wanting to come to KVCC to take college-prep courses.
47	Help me only in what I'm going to school for.
53	Nothing.
55	Get tutored.
63	Nothing.
66	A new bigger more popular college.
68	Let me see how the courses are.
76	Have other classes with same kind of studies.

PART III/K (Cont.)

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
77	Get real classes with real students & teachers.
78	I need challenging college courses.
79	KVCC could help me get a better education.
85	I don't want to go to KVCC.
90	Ask for more opinions.
99	Help students to get prepared.
103	Nothing.
111	Have someone to help you through your courses.
125	Offer more varieties of learning.
131	Drop their grade point requirements.
137	My concerns will go in effect as soon I know what's going on. I don't know what's up.
138	Good grades.
139	Prepare a pre-enrollment plan for incoming freshmen.
145	I would have to catch on and do the work that is assigned.
148	Don't know.
156	Don't know.
158	I have no problem w/college. Being ready for college is also a mental process. You have to be mentally ready to go. I do not want to attend KVCC.
164	Have courses to get people prepared.
165	Help.
166	Don't no.
167	Leave us alone, and quick asking the same questions.
168	Nothing.
175	I have no idea.

PART III/K (Cont.

<u>Student #</u>	<u>What could KVCC do to reduce this problem?</u>
186	I don't know.
189	Make their requirements known.
190	Let me know what I need to be accepted.
191	Having tutors if needed.
192	Having tutors to help in what classes I need help.
193	I don't know.
196	Don't know.
197	Don't know.
198	Remedial classes.
201	Provide tutoring when needed.
202	Don't know.
204	Tutoring.
205	To ask teachers to help if students don't understand.
208	KVCC could offer advanced courses (according to the ability of the individual student).
213	KVCC can't really do anything. I think the person him/herself has to deal with it.
215	KVCC doesn't need to do anything. The student should have prepared himself in high school.
217	As of now I don't know.

Appendix D: Parents of Minority High School Students

- Tabulated Questionnaires
- Questionnaire Comments

KALAMAZOO VALLEY COMMUNITY COLLEGEMETROPOLITAN LIFE COMMUNITY SURVEY
PARENTS OF MINORITY HIGH SCHOOL STUDENTS

Instructions: At KVCC we are concerned with understanding the needs and background of our students as completely as possible. To do this we need your help. The following questions address the type of issues that may impact your child's educational needs and our ability to meet those needs. Please answer them as accurately as you possibly can at this point, we do realize that for many of you it may be too early to have reached firm decisions in some areas. Thank you for your help.

Part I. College Information

1. Do you feel that the benefits of going to college are worth the costs and other potential problems that may occur along the way?

44 1. Definitely (75.9%)	0 4. Probably not
10 2. Probably (17.2%)	0 5. Definitely not
4 3. Not sure (6.9%)	
2. Have you encouraged your child to attend college?

49 Yes (84.5%)	
9 No (please skip to Part II.) (15.5%)	
3. Have you encouraged your child to consider attending KVCC?

24 Yes (48.0%)	
26 No (52.0%)	
4. Have you encouraged your child to consider a specific type of training?

31 Yes (please specify (62.0%) _____)	
19 No (38.0%)	
5. Will you be helping to finance your child's education?

38 Yes (77.6%)	
11 No (please skip to question 7) (22.4%)	
6. What proportion of the costs do you anticipate covering?

6 1. up to 25% (15.0%)	4 4. 76% - 100% (10.0%)
4 2. 26% - 50% (10.0%)	21 5. Not sure (52.5%)
5 3. 51% - 75% (12.5%)	
7. Will you encourage your child to seek out other forms of financial aid such as loans, grants or work study programs?

48 Yes (96.0%)	
0 No	
2 Not sure (4.0%)	
8. Will you encourage your child to work while attending college?

43 Yes (86.0%)	
7 No (14.0%)	
9. Will your child be expected to make a financial contribution to the family following graduation from High School?

10 Yes (20.0%)	
29 No (58.0%)	
11 Not sure (22.0%)	

=====
Part II. Parent Information

1. Age of Parents

A. Father's age $\bar{x}$ = 41.4	
B. Mother's age $\bar{y}$ = 37.3	
2. Race of Mother

24 1. Hispanic (41.4%)	0 4. Asian/Pacific Islander
28 2. Black, Non-Hispanic (48.3%)	0 5. Native American
6 3. White, Non-Hispanic (10.3%)	0 6. Non-Resident Alien
3. Race of Father

25 1. Hispanic (43.1%)	0 4. Asian/Pacific Islander
22 2. Black, Non-Hispanic (55.2%)	0 5. Native American
1 3. White, Non-Hispanic (1.7%)	0 6. Non-Resident Alien
4. Family Income

9 1. \$0 - 5,999 (15.2%)	8 4. \$18,000 - 23,999 (13.6%)
15 2. \$6,000 - 11,999 (25.4%)	4 5. \$24,000 - 29,999 (6.8%)
11 3. \$12,000 - 17,999 (18.6%)	12 6. \$30,000 and over (20.3%)
5. Number of Family Members (including parents)

2 1. Two (3.4%)	23 4. Five (39.0%)
10 2. Three (17.0%)	6 5. Six (10.2%)
15 3. Four (25.4%)	1 6. Seven or more (5.1%)
6. Grade level of child currently in High School

57 1. 12th (72.2%)	4 3. 10th (5.1%)
18 2. 11th (22.8%)	0 4. 9th

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PARENTS OF MINORITY HIGH SCHOOL STUDENTS

Instructions: At KVCC we are concerned with understanding the needs and background of our students as completely as possible. To do this we need your help. The following questions address the type of issues that may impact your child's educational needs and our ability to meet those needs. Please answer them as accurately as you possibly can at this point, we do realize that for many of you it may be too early to have reached firm decisions in some areas. Thank you for your help.

Part I. College Information

1. Do you feel that the benefits of going to college are worth the costs and other potential problems that may occur along the way?

26 1. Definitely (83.9%) 0 4. Probably not
4 2. Probably (12.9%) 0 5. Definitely not
1 3. Not sure (3.2%)

2. Have you encouraged your child to attend college?

27 Yes (84.4%)
5 No (please skip to Part II.) (15.6%)

3. Have you encouraged your child to consider attending KVCC?

11 Yes (40.7%)
16 No (59.3%)

4. Have you encouraged your child to consider a specific type of training?

16 Yes (please specify (59.3%))
11 No (40.7%)

5. Will you be helping to finance your child's education?

22 Yes (81.5%)
5 No (please skip to question 7) (18.5%)

6. What proportion of the costs do you anticipate covering?

3 1. up to 25% (13.6%) 4 4. 76% - 100% (18.2%)
0 2. 26% - 50% 12 5. Not sure (54.6%)
4 3. 51% - 75% (13.6%)

7. Will you encourage your child to seek out other forms of financial aid such as loans, grants or work study programs?

25 Yes (92.6%)
0 No
2 Not sure (7.4%)

8. Will you encourage your child to work while attending college?

23 Yes (85.2%)
4 No (14.8%)

9. Will your child be expected to make a financial contribution to the family following graduation from High School?

5 Yes (18.5%)
17 No (63.0%)
5 Not sure (18.5%)

Part II. Parent Information

1. Age of Parents

A. Father's age $\bar{x}$ = 40.6
B. Mother's age $\bar{x}$ = 36.8

2. Race of Mother

2 1. Hispanic (6.2%) 0 4. Asian/Pacific Islander
27 2. Black, Non-Hispanic (84.4%) 0 5. Native American
1 3. White, Non-Hispanic (9.4%) 0 6. Non-Resident Alien

3. Race of Father

0 1. Hispanic 0 4. Asian/Pacific Islander
32 2. Black, Non-Hispanic (100%) 0 5. Native American
0 3. White, Non-Hispanic 0 6. Non-Resident Alien

4. Family Income

7 1. \$0 - 5,999 (21.9%) 3 4. \$18,000 - 23,999 (9.4%)
6 2. \$6,000 - 11,999 (18.8%) 2 5. \$24,000 - 29,999 (6.2%)
2 3. \$12,000 - 17,999 (6.2%) 12 6. \$30,000 and over (37.5%)

5. Number of Family Members (including parents)

0 1. Two 14 4. Five (43.8%)
5 2. Three (15.6%) 2 5. Six (6.2%)
8 3. Four (28.1%) 2 6. Seven or more (6.2%)

6. Grade level of child currently in High School

31 1. 12th (75.6%) 2 3. 10th (4.9%)
8 2. 11th (19.5%) 0 4. 9th

Thanks for your help.

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PARENTS OF MINORITY HIGH SCHOOL STUDENTS

Instructions: At KVCC we are concerned with understanding the needs and background of our students as completely as possible. To do this we need your help. The following questions address the type of issues that may impact your child's educational needs and our ability to meet those needs. Please answer them as accurately as you possibly can at this point. We do realize that for many of you it may be too early to have reached firm decisions in some areas. Thank you for your help.

Part I. College Information

1. Do you feel that the benefits of going to college are worth the costs and other potential problems that may occur along the way?

<u>16</u> 1. Definitely (64.0%)	<u>0</u> 4. Probably not
<u>6</u> 2. Probably (24.0%)	<u>0</u> 5. Definitely not
<u>1</u> 3. Not sure (12.0%)	
2. Have you encouraged your child to attend college?

<u>20</u> Yes (84.3%)	
<u>4</u> No (please skip to Part II.) (16.7%)	
3. Have you encouraged your child to consider attending KVCC?

<u>11</u> Yes (52.4%)	
<u>10</u> No (47.6%)	
4. Have you encouraged your child to consider a specific type of training?

<u>14</u> Yes (please specify (66.7%))	
<u>7</u> No (33.3%)	
5. Will you be helping to finance your child's education?

<u>14</u> Yes (70.0%)	
<u>6</u> No (please skip to question 7) (30.0%)	
6. What proportion of the costs do you anticipate covering?

<u>3</u> 1. up to 25% (20.0%)	<u>0</u> 4. 76% - 100%
<u>4</u> 2. 26% - 50% (26.7%)	<u>7</u> 5. Not sure (46.7%)
<u>1</u> 3. 51% - 75% (6.7%)	
7. Will you encourage your child to seek out other forms of financial aid such as loans, grants or work study programs?

<u>21</u> Yes (100%)	
<u>0</u> No	
<u>0</u> Not sure	
8. Will you encourage your child to work while attending college?

<u>18</u> Yes (85.7%)	
<u>3</u> No (14.3%)	
9. Will your child be expected to make a financial contribution to the family following graduation from High School?

<u>5</u> Yes (23.8%)	
<u>10</u> No (47.6%)	
<u>6</u> Not sure (28.6%)	

Part II. Parent Information

1. Age of Parents

A. Father's age $\bar{x}$ = 42.2	
B. Mother's age $\bar{x}$ = 37.6	
2. Race of Mother

<u>22</u> 1. Hispanic (91.7%)	<u>0</u> 4. Asian/Pacific Islander
<u>0</u> 2. Black, Non-Hispanic	<u>0</u> 5. Native American
<u>2</u> 3. White, Non-Hispanic (8.3%)	<u>0</u> 6. Non-Resident Alien
3. Race of Father

<u>25</u> 1. Hispanic (100%)	<u>0</u> 4. Asian/Pacific Islander
<u>0</u> 2. Black, Non-Hispanic	<u>0</u> 5. Native American
<u>0</u> 3. White, Non-Hispanic	<u>0</u> 6. Non-Resident Alien
4. Family Income

<u>2</u> 1. \$0 - 5,999 (8.0%)	<u>3</u> 4. \$18,000 - 23,999 (12.0%)
<u>9</u> 2. \$6,000 - 11,999 (36.0%)	<u>7</u> 5. \$24,000 - 29,999 (8.0%)
<u>9</u> 3. \$12,000 - 17,999 (36.0%)	<u>0</u> 6. \$30,000 and over
5. Number of Family Members (including parents)

<u>2</u> 1. Two (8.0%)	<u>8</u> 4. Five (32.0%)
<u>5</u> 2. Three (20.0%)	<u>4</u> 5. Six (16.0%)
<u>5</u> 3. Four (20.0%)	<u>1</u> 6. Seven or more (4.0%)
6. Grade level of child currently in High School

<u>26</u> 1. 12th (66.7%)	<u>2</u> 3. 10th (5.6%)
<u>10</u> 2. 11th (27.8%)	<u>0</u> 4. 9th

PARENTS OF MINORITY HIGH SCHOOL STUDENTS

Part I/4:

"Have you encouraged your child to consider a specific type of training?" (please specify)

10. Vocational
12. Trade Skills
13. Lawyer
14. Whatever he wants
19. The Arts
20. Whatever they want to be
22. Law
24. Computer Programmer
25. Social Work
27. Computers
29. Teacher
32. Lawyer
33. Business
35. Doctor, Lawyer, Business
36. Doctor, Nurse, Dietician
37. Nurse or Doctor
49. Doctor, Nurse, Lawyer
50. Administrative
51. Business
52. Follow his interest
54. Whatever he wants
55. Any kind he likes
56. Any field
57. Law or Medicine

Appendix E: Perceptions of Current Minority Students

- Tabulated Questionnaires
- Questionnaire Comments
- Responses to Open-ended Questions

**METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF CURRENT MINORITY STUDENTS**

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending Community Colleges in general and KVCC in particular. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? $\bar{x}=24.2$

B. Sex 37 Male 48 Female

C. Race/Ethnic Background

20(23.3%)	1. Hispanic	<u>0</u>	4. Asian/Pacific Islander
66(76.7%)	2. Black, Non-Hispanic	<u>0</u>	5. Native American
<u>0</u>	3. White, Non-Hispanic	<u>0</u>	6. Non-Resident Alien

D. When did you first begin taking classes at KVCC?
(please specify approximate month and year) 71(83.5%) Since 1985

E. How many semesters have you attended KVCC? $\bar{x}=2.5$

F. What program are you interested in pursuing? (see attachment)
Undecided

G. How many hours are you currently employed per week?

42(48.8%)	1. None	9(10.5%)	4. 21-30
6(7.0%)	2. 1-10	5(5.8%)	5. 31-40
23(26.7%)	3. 11-20	1(1.2%)	6. Over 40

H. What is the main reason why you are attending college?

46(41.1%)	1. To get a good first job
4(3.6%)	2. To advance in my present job
23(20.5%)	3. To get a better job
17(15.2%)	4. To improve my basic skills
22(19.6%)	5. For personal growth

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you are experiencing as well as those you have experienced in the recent past and what could be done about them.

A. How important are cost considerations to you in deciding whether to continue attending college?

77(89.5%)	1. Very important	2(2.3%)	3. Minor importance
7(8.1%)	2. Somewhat important	<u>0</u>	4. Not important at all

B. What specific concerns do you have regarding the cost of college?
(check as many as apply)

60(48.0%)	1. Tuition/books
31(24.8%)	2. Transportation
7(5.6%)	3. Loss of other income
22(17.6%)	4. Inability to meet even minor expenses
5(4.0%)	5. Other (please specify) (see attachment)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

56(65.9%)	1. Definitely	1(1.2%)	4. Probably not
26(30.6%)	2. Probably	1(1.2%)	5. Definitely not
1(1.2%)	3. Not sure		

D. Are you confident that you will have adequate financial resources to accomplish your educational goals?

14(16.7%)	1. Definitely	2(2.4%)	4. Probably not
34(40.5%)	2. Probably	4(4.8%)	5. Definitely not
30(35.7%)	3. Not sure		

E. Did you know that financial aid is available for most students who need it?

84(97.7%)	Yes	2(2.3%)	No
-----------	-----	---------	----

F. Are you currently receiving any type of financial aid?

50(58.8%)	Yes (please specify type of aid received (see attachment))
35(41.2%)	No

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

50(60.2%) Yes

33(39.8%) No (please skip to question H.)

1. Are you satisfied with the amount and types of these contacts at KVCC?
15(32.6%) Yes 31(67.4%) No

2. Have you ever considered leaving KVCC due to dissatisfaction with the opportunities for social contacts?
14(29.8%) Yes 33(70.2%) No

3. What type(s) of contact do you (or would you) find most interesting? (see attachment)

H. Are you concerned in general with the racial makeup of the KVCC faculty, staff or student body in terms of racism or racial tension?

27(33.3%) 1. Yes, very concerned

29(35.8%) 2. Somewhat concerned

25(30.9%) 3. Not concerned at all (please skip to question I.)

1. Have you considered leaving KVCC because of these concerns?
10(18.9%) Yes 43(81.1%) No

2. What could KVCC do to reduce this problem? (please specify)
(see attachment)

I. Have you had any unpleasant experiences as a student at KVCC which you felt were motivated by racist attitudes?

26(30.6%) Yes

59(69.4%) No (please skip to question J.)

1. If possible, please specify:

13(48.1%) Faculty (who? _____)

8(29.6%) Staff (which office? _____)

6(22.2%) Students (where? _____)

J. Are you comfortable in a classroom situation where most of your fellow students are white?

35(42.7%) 1. Yes, I don't see this as a problem (skip to question K.)

36(43.9%) 2. Usually, but it depends on the other students in the class

11(13.4%) 3. I am uncomfortable

1. Have you considered leaving KVCC because of these concerns?
5(11.4%) Yes 39(88.6%) No

2. What could KVCC do to reduce this problem?
(please specify) (see attachment)

K. Do you feel that you were adequately prepared for college courses?

25(29.8%) 1. Definitely

6(7.1%) 4. Probably not

38(45.7%) 2. Probably

2(2.4%) 5. Definitely not

13(15.5%) 3. Not sure

L. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

57(68.7%) Yes

26(31.3%) No

M. Have you taken remedial courses at KVCC?

23(27.4%) Yes

61(72.6%) No (please skip to question N)

N. Did you find these remedial courses helpful?

19(90.5%) Yes

2(9.5%) No

O. In the future, would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses in a specific area.

54(65.1%) Yes

23(27.7%) Don't know

6(7.2%) No

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as those of other students.

**METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF CURRENT MINORITY STUDENTS**

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending Community Colleges in general and KVCC in particular. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

- A. What was your age at your last birthday? $\bar{x} = 23.2$
(41.5%) (58.5%)
- B. Sex 27 Male 38 Female
- C. Race/Ethnic Background
- | | |
|--|------------------------------------|
| <u>0</u> 1. Hispanic | <u>0</u> 4. Asian/Pacific Islander |
| 66(<u>100%</u>) 2. Black, Non-Hispanic | <u>0</u> 5. Native American |
| <u>0</u> 3. White, Non-Hispanic | <u>0</u> 6. Non-Resident Alien |
- D. When did you first begin taking classes at KVCC?
(please specify approximate month and year) 55 (84.6%) Since 1985
- E. How many semesters have you attended KVCC? $\bar{x} = 2.4$
- F. What program are you interested in pursuing? (see attachment)
Undecided
- G. How many hours are you currently employed per week?
- | | |
|--------------------|--------------------|
| 32(48.5%) 1. None | 7(10.6%) 4. 21-30 |
| 6(9.1%) 2. 1-10 | 3(4.6%) 5. 31-40 |
| 17(25.8%) 3. 11-20 | 1(1.5%) 6. Over 40 |
- H. What is the main reason why you are attending college?
- | | |
|---|--|
| 35(39.8%) 1. To get a good first job | |
| 3(3.4%) 2. To advance in my present job | |
| 16(18.2%) 3. To get a better job | |
| 14(15.9%) 4. To improve my basic skills | |
| 20(22.7%) 5. For personal growth | |

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you are experiencing as well as those you have experienced in the recent past and what could be done about them.

- A. How important are cost considerations to you in deciding whether to continue attending college?
- | | |
|-------------------------------|----------------------------------|
| 59(89.4%) 1. Very important | 2(3.0%) 3. Minor importance |
| 5(7.6%) 2. Somewhat important | <u>0</u> 4. Not important at all |
- B. What specific concerns do you have regarding the cost of college?
(check as many as apply)
- | | |
|--|-------------------------|
| 51(50.0%) 1. Tuition/books | |
| 27(26.5%) 2. Transportation | |
| 7(6.9%) 3. Loss of other income | |
| 14(13.7%) 4. Inability to meet even minor expenses | |
| 3(2.9%) 5. Other (please specify) | <u>(see attachment)</u> |
- C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?
- | | |
|------------------------------|------------------------------------|
| 41(63.1%) 1. Definitely | <u>0</u> 4. Probably not |
| 22(33.8%) 2. Probably | 1(<u>1.5%</u>) 5. Definitely not |
| 1(<u>1.5%</u>) 3. Not sure | |
- D. Are you confident that you will have adequate financial resources to accomplish your educational goals?
- | | |
|-------------------------|------------------------------------|
| 11(17.2%) 1. Definitely | 1(<u>1.5%</u>) 4. Probably not |
| 21(32.8%) 2. Probably | 4(<u>6.2%</u>) 5. Definitely not |
| 27(42.2%) 3. Not sure | |
- E. Did you know that financial aid is available for most students who need it?
65(98.5%) Yes 1(1.5%) No
- F. Are you currently receiving any type of financial aid?
38(57.6%) Yes (please specify type of aid received (see attachment))
28(42.4%) No

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

39(60.9%) Yes

25(39.1%) No (please skip to question H.)

1. Are you satisfied with the amount and types of these contacts at KVCC?
11(31.4%) Yes 24(68.6%) No

2. Have you ever considered leaving KVCC due to dissatisfaction with the opportunities for social contacts?
13(35.1%) Yes 24(64.9%) No

3. What type(s) of contact do you (or would you) find most interesting? (see attachment)

H. Are you concerned in general with the racial makeup of the KVCC faculty, staff or student body in terms of racism or racial tension?

24(39.3%) 1. Yes, very concerned

22(36.1%) 2. Somewhat concerned

15(24.6%) 3. Not concerned at all (please skip to question I.)

1. Have you considered leaving KVCC because of these concerns?
10(23.3%) Yes 33(76.7%) No

2. What could KVCC do to reduce this problem? (please specify)
(see attachment)

I. Have you had any unpleasant experiences as a student at KVCC which you felt were motivated by racist attitudes?

20(30.8%) Yes

45(69.2%) No (please skip to question J.)

1. If possible, please specify:

9(50.0%) Faculty (who? _____)

4(22.2%) Staff (which office? _____)

5(27.8%) Students (where? _____)

J. Are you comfortable in a classroom situation where most of your fellow students are white?

27(43.6%) 1. Yes, I don't see this as a problem (skip to question K.)

27(43.6%) 2. Usually, but it depends on the other students in the class

8(12.9%) 3. I am uncomfortable

1. Have you considered leaving KVCC because of these concerns?
5(15.6%) Yes 27(84.4%) No

2. What could KVCC do to reduce this problem?
(please specify) (see attachment)

K. Do you feel that you were adequately prepared for college courses?

20(30.8%) 1. Definitely

29(44.6%) 2. Probably

10(15.4%) 3. Not sure

5(7.7%) 4. Probably not

1(1.5%) 5. Definitely not

L. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

41(65.1%) Yes

22(34.9%) No

M. Have you taken remedial courses at KVCC?

14(21.9%) Yes

50(78.1%) No (please skip to question N)

N. Did you find these remedial courses helpful?

11(91.7%) Yes

1(8.3%) No

O. In the future, would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses in a specific area.

41(63.1%) Yes

18(27.7%) Don't know

6(9.2%) No

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as those of other students.

**METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF CURRENT MINORITY STUDENTS**

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending Community Colleges in general and KVCC in particular. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

- A. What was your age at your last birthday? $\bar{x} = 27.5$
(50.0%) (50.0%)
- B. Sex 10 Male 10 Female
- C. Race/Ethnic Background
20(100%) 1. Hispanic 0 4. Asian/Pacific Islander
0 2. Black, Non-Hispanic 0 5. Native American
0 3. White, Non-Hispanic 0 6. Non-Resident Alien
- D. When did you first begin taking classes at KVCC?
(please specify approximate month and year) 16(80.0%) Since 1985
- E. How many semesters have you attended KVCC? $\bar{x} = 2.8$
- F. What program are you interested in pursuing? (see attachment)
Undecided _____
- G. How many hours are you currently employed per week?
10(50.0%) 1. None 2(10.0%) 4. 21-30
0 2. 1-10 2(10.0%) 5. 31-40
6(30.0%) 3. 11-20 0 6. Over 40
- H. What is the main reason why you are attending college?
11(45.8%) 1. To get a good first job
1(4.2%) 2. To advance in my present job
7(29.2%) 3. To get a better job
3(12.5%) 4. To improve my basic skills
2(8.3%) 5. For personal growth

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you are experiencing as well as those you have experienced in the recent past and what could be done about them.

- A. How important are cost considerations to you in deciding whether to continue attending college?
18(90.0%) 1. Very important 0 3. Minor importance
2(10.0%) 2. Somewhat important 0 4. Not important at all
- B. What specific concerns do you have regarding the cost of college?
(check as many as apply)
9(39.1%) 1. Tuition/books
4(17.4%) 2. Transportation
0 3. Loss of other income
8(34.8%) 4. Inability to meet even minor expenses
2(8.7%) 5. Other (please specify) _____ (see attachment)
- C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?
15(75.0%) 1. Definitely 1(5.0%) 4. Probably not
4(20.0%) 2. Probably 0 5. Definitely not
0 3. Not sure
- D. Are you confident that you will have adequate financial resources to accomplish your educational goals?
3(15.0%) 1. Definitely 1(5.0%) 4. Probably not
13(65.0%) 2. Probably 0 5. Definitely not
3(15.0%) 3. Not sure
- E. Did you know that financial aid is available for most students who need it?
19(95.0%) Yes 1(5.0%) No
- F. Are you currently receiving any type of financial aid?
12(63.2%) Yes (please specify type of aid received (see attachment))
7(36.8%) No

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

11(57.9%) Yes

8(42.1%) No (please skip to question H.)

1. Are you satisfied with the amount and types of these contacts at KVCC?

4(36.4%) Yes

7(63.6%) No

2. Have you ever considered leaving KVCC due to dissatisfaction with the opportunities for social contacts?

1(10.0%) Yes

9(90.0%) No

3. What type(s) of contact do you (or would you) find most interesting? (see attachment)

H. Are you concerned in general with the racial makeup of the KVCC faculty, staff or student body in terms of racism or racial tension?

3(15.0%) 1. Yes, very concerned

7(35.0%) 2. Somewhat concerned

10(50.0%) 3. Not concerned at all (please skip to question I.)

1. Have you considered leaving KVCC because of these concerns?

0 Yes

10(100%) No

2. What could KVCC do to reduce this problem? (please specify) (see attachment)

I. Have you had any unpleasant experiences as a student at KVCC which you felt were motivated by racist attitudes?

6(30.0%) Yes

14(70.0%) No (please skip to question J.)

1. If possible, please specify:

4(44.4%) Faculty (who? _____)

4(44.4%) Staff (which office? _____)

1(11.1%) Students (where? _____)

J. Are you comfortable in a classroom situation where most of your fellow students are white?

8(40.0%) 1. Yes, I don't see this as a problem (skip to question K.)

9(45.0%) 2. Usually, but it depends on the other students in the class

3(15.0%) 3. I am uncomfortable

1. Have you considered leaving KVCC because of these concerns?

0 Yes

12(100%) No

2. What could KVCC do to reduce this problem? (please specify) (see attachment)

K. Do you feel that you were adequately prepared for college courses?

5(26.3%) 1. Definitely

9(47.4%) 2. Probably

3(15.8%) 3. Not sure

1(5.3%) 4. Probably not

1(5.3%) 5. Definitely not

L. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

16(80.0%) Yes

4(20.0%) No

M. Have you taken remedial courses at KVCC?

9(45.0%) Yes

11(55.0%) No (please skip to question N)

N. Did you find these remedial courses helpful?

8(88.9%) Yes

1(11.1%) No

O. In the future, would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses in a specific area.

13(72.2%) Yes

5(27.8%) Don't know

0 No

Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as those of other students.

PERCEPTIONS OF CURRENT MINORITY STUDENTS

Part I/F: What program are you interested in pursuing?

<u>Number of Students</u>	<u>Program</u>
14	Business Administration
12	Liberal Arts
8	Secretarial Science
7	Pre-Science
6	Data Processing
4	Nursing
3	Education
3	Pre-Engineering
2	Accounting
2	Cardiorespiratory Care
1	Electronics Technology
1	Mid-Management Marketing
1	Dental Hygiene
1	Health Careers
1	Electrical Technology
16	Undecided

KALAMAZOO VALLEY COMMUNITY COLLEGE
METROPOLITAN LIFE
PERCEPTIONS OF CURRENT MINORITY STUDENTS
-COMMENTS

PART III/B: What specific concerns do you have regarding the cost of college?

5.: Other (please specify)

<u>Student #</u>	<u>Comment</u>
2	My problem would be getting to classes to meet my work schedule.
11	That they are helping me.
49	Living expenses, housing.
63	Financial Aid office of KVCC refuses to give supplementary grants to those that request it.
64	Dormitory.

Part III/F: Are you currently receiving any type of financial aid?

Yes (please specify type of aid received)

<u>Student #</u>	<u>Comment</u>
3	Pell Grant
5	Pell Grant
9	Pell Grant
12	Pell Grant, College Work Study
13	Pell Grant
14	Pell Grant
15	Pell Grant
16	Grant, Loan, Michigan Direct Loan
17	Pell Grant
19	Pell Grant
20	Pell Grant
24	Pell Grant
27	Pell Grant
29	Pell Grant
30	CWS, SEOG, NDL, Pell Grant
34	Pell Grant
35	Pell Grant
36	Pell Grant
37	Pell Grant
38	Pell Grant
42	Grant
43	Pell Grant
46	BOEG, Displaced Homemaker
47	Pell Grant
49	Pell Grant
50	Pell Grant
52	Pell Grant
53	Pell Grant
55	Grant
57	Pell Grant
58	Pell Grant
64	Pell Grant
68	Pell Grant
69	Grant
72	FFS
74	Pell Grant
75	Pell Grant
77	Pell Grant
78	Pell Grant
79	Pell Grant
81	Pell Grant, College Work Study
82	Pell Grant
84	Pell Grant
85	Pell Grant
86	Pell Grant

PART III/G: Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

3.: What type(s) of contact do you (or would you) find most interesting?

<u>Student #</u>	<u>Comment</u>
2	I enjoy contact with any and everyone, young and old alike.
3	Yes, meeting with them and talking.
4	Clubs, organizations.
5	With others of different racial/ethnic background.
6	Friends.
11	Mechanical.
14	I would prefer there are more social events for the minority students - blacks mainly.
16	Math lab and English lab help.
27	Doing more things with the community.
28	None.
32	Business contacts.
34	Social groups, fraternities, etc.
38	More Black cultural events, much more Black history, more Black instructors and counselors, much more Black awareness as a whole.
42	None.
43	Minority social groups, minority student advisors.
44	Meeting new friends and see old friends.
45	NAACP
49	Friendships.
51	High Black officials who understand the needs and concerns of Black students.
52	Girls.
56	Any.

PART III/G (Cont.)

3.: What type(s) of contact do you (or would you) find most interesting?

<u>Student #</u>	<u>Comment</u>
58	More financial contacts for blacks would be helpful.
59	Black females.
63	More Black instructors, counselors, or aides.
65	Minority student services.
66	Contacts at mutual interest functions.
68	More of the minority teaching.
72	Black cultural.
73	Student organizations.
77	People of any type.
79	Just plain friendships.
82	Minority student office like WMU.
84	Organizations - speakers.
85	Organizations for minority students to attract more minority students.

PART III/H: Are you concerned in general with the racial makeup of the KVCC faculty, staff or student body in terms of racism or racial tension?

2.: What could KVCC do to reduce this problem? (please specify)

<u>Student #</u>	<u>Comment</u>
4	Encourage equality among all.
10	Recruit more minority students - hire more minority staff.
13	Hire more black teachers and get more programs for minorities to get involved in.
14	Present more activities to participate in.
16	See more blacks in higher position at KVCC.
17	Hire more black teachers.
23	Hire more minority instructors, be less racially biased.
27	Start looking at everyone's viewpoint within the faculty.
32	Improve minority staff and activity.
33	Hire more blacks to help the blacks.
34	Hire more black employees.
35	Recruit more ethnic students (not just for sports). Recruit more ethnic teachers and staff to accomodate the ethnic change.
36	Hire more black instructors.
37	Hire more blacks.
38	Hire more Black instructors, counselors, tutors.
42	Student advisor for minority student.
43	We need more support for minority students.
51	Hire more minority professors.
52	Not sure.
55	More black teachers to educate students.
57	Get more Black staff members.
58	Treat everyone equal.

PART III/H: (Cont.)

2.: What could KVCC do to reduce this problem? (please specify)

<u>Student #</u>	<u>Comment</u>
63	Bring in more Black adults to help young college people to go through college.
65	Have more programs geared toward minority students.
67	Have more black faculty and staff.
68	Have more minority teachers.
71	KVCC should hire more black faculty.
72	Hire more Black on their staff.
73	Just try and improve relationships between races.
82	Hire more minority staff - encourage more minority students to attend KVCC.
84	Hire more minority staff and faculty.
85	Hire more minority staff.

PART III/J: Are you comfortable in a classroom situation where most of your fellow students are White?

2.: What could KVCC do to reduce this problem? (please specify)

<u>Student #</u>	<u>Comment</u>
4	Encourage more minority students to attend KVCC.
14	Offer more classes to interest Black students.
27	Nothing.
32	Don't have a for sure answer.
34	Divide classes more evenly.
35	Offer a broader range of curriculum so to attract a more broader range of students.
37	Equal the race out.
38	Have more interaction, discussions, concerns and events regarding racism.
43	Recruit more minorities into the health career programs.
55	Appeal to the black population.
58	Get more black teachers.
63	Help Blacks feel comfortable.
67	Have more black studies.
71	There is nothing that KVCC could really do. If students want to be friendly then they can, if they don't then they don't.
73	Unknown.
84	Encourage more minority students to attend KVCC.
85	Recruit more minority students.
86	Educate people - more minority staff.

GENERAL IMPRESSIONS OF K.V.C.C.

QUESTIONS:

1. What do you do at KVCC that you find the most enjoyable? In other words, what one academic or non-academic activity do you look forward to the most when you come to KVCC. Please try to be as specific as possible in describing the activity and why you find it so enjoyable.
2. Like you did in the questions above, please indicate what you do at KVCC that you find the least enjoyable. Again, please indicate why you don't enjoy this one specific activity trying to be as specific as possible.
3. As of right now, in what ways has attending KVCC changed you personally, or your lifestyle.

RESPONDENT:

THE RESPONSES: (TO ABOVE QUESTIONS)

- | | |
|---|---|
| 1 | <ol style="list-style-type: none">1.2. Math3. I have learned a lot; more determined to become a nurse. |
| 3 | <ol style="list-style-type: none">1. My favorite class is Computers. I really look forward to that class; but, I do think they could use lab technicians who know more about Computers than they do.2. Med Machine transcription is set up somehow that makes the course so difficult to keep up with assignments, some of my friends who already took it felt the same way.3. I became more confident since Instructors are always so uplifted and encourage you so much. |
| 4 | <ol style="list-style-type: none">1. Being with people, I enjoy people and enjoy being with them.2. Going to one Specific class. I do not enjoy. It is a difficult class that I am having problems in.3. I have more confidence in myself.
I am happier now that I live at home and commute to KVCC.
I have made many special friends,
I have regained my confidence in English class after being put down by an instructor in a previous English course (not at KVCC). |

- 5
1. Studying in the library because it has the quietest atmosphere and I can get a lot done.
 - 2.
 3. I feel that I can accomplish something if I just try. I have also learned to be more myself and not keep quiet around people. Working here has also helped meet different people and how to be patient.
- 7
1. Being with others, class.
 2. none
 3. Personality help me to...self and family.
- 9
1. My most enjoyable academic class is Meditation. Because it helps me to release tremendous amounts of pressure from peers and classes.
 2. I really can't pen point what's least enjoyable to me, because each and every-one of my classes are important.
 3. It took awhile to adjust because I didn't go from high school to college. It was a three year gap, but the change has helped me to better my education and further my future in life.
- 10
1. None
 2. some faculty attitudes.
 3. None.
- 11
1. That I can learn many things that I didn't learn when I was in high school. I hope that I can learn something in college.
 2. That many classes should be during the evening because of work.
 3. That I am learning how to do a lot of English that I didn't know how, etc.
- 12
1. None! Well, maybe work!
 - 2.
 3. I've become a more responsible person and I'm more career minded.
- 14
1. The most enjoyable class on my schedule is my Intro to Speech. This class is enjoyable because it teaches me to better communicate with other students as well as the instructors.
 2. My most unpleasant class on my schedule this semester is Intro to Sociology. This class is boring to be because the instructor doesn't try to communicate with the students. He teaches straight from the book.
 3. It has taught me to better understand myself and what purpose college is for.

- 15
1. Going to the typing lab.
 2. All you can do is sit in the lounge or the lunchroom.
 3. Made me really think about life.
- 16
- 1.
 - 2.
 3. I'm better equip, or should I say better prepared of thing I come to organize myself better.
- 18
1. I enjoy some of the Business instructors; the relationship is a very good one. They seem to take interest and understand me as a person.
 2. Some times I don't know who to talk to if there is a problem; how to make decisions that will be in my best interest.
 3. None.
- 20
1. Labs, because it allows you to work with a partner and to become familiar with other students.
 2. No comment.
 3. It has made me more independent, it has also made me think more positively about myself and other things.
- 21
- 1.
 2. yes.
 3. KVCC changed my life because I went back to school for a job.
- 22
1. I find all classes and labs enjoyable.
 2. Nothing at the Moment. I would like to see more black instructors at KVCC.
 3. I have become more aware of the world around me.
- 23
1. Taking exams when I am prepared, Attending lectures.
 2. Some of the instructors seem cold outside of class.
The designated smoking areas still allow too much smoke inhalation to non-smokers, especially in the cafeteria.
Not enough interesting social activities
No school spirit.
 3. I try to schedule my time more efficiently.
- 24
1. I enjoy going out here because the atmosphere is friendly and the people here make it worth while coming to.
 - 2.
 - 3.

- 25
1. Nothing at all. None. I don't find it enjoyable because it is a depressing atmosphere.
 2. It is somewhat like high school.
 3. I have changed myself. KVCC hasn't changed me.
- 26
1. Nothing.
 2. Coming to class, because it is too far.
 3. Its giving me a better education.
- 27
- * There is a lot of racism in the school with teachers and students -- its looked over and not reported.
1. Learning something new.
 2. Listening to teacher talk about their problems and they don't realize people problems are much serious.
 3. Deal with others with strange attitudes.
- 28
1. I am able to be by myself when I want to.
 2. The way blacks act towards each other.
 3. Yes.
- 29
1. The one thing I enjoy the most is going to library and studying, because I am here to get an education and right now that's all I'm worried about. It would be nice to see more minorities here and to see a minority student service office.
 2. There is nothing really that I find not enjoyable since I'm not here all day everyday and when I'm here, I'm either in class or the library.
 3. Attending KVCC hasn't changed me in anyway.
- 30
1. None of my classes.
 2. Working, it tires you out extremely.
 3. Spend money for transportation and meals but gives me the opportunity to live on WMU campus.
- 31
1. I look forward to meeting new people, and I look forward to going to my sociology class because the teacher is a trip and he keeps me from going to sleep, than from the others.
 2. Well, there is really nothing that I least enjoyed yet, but right now everything is al-right.
 3. It changed my mental and physical conditions and how to be more organized with work.
- 32
1. I can't think of one.
 2. No one.
 3. I know for sure how important it is for me

to improve myself.

- 33
1. Socializing is about the best. I really don't like my classes.
 2. The low black rate in the classroom and the little help you get.
 3. Its very slow here and I'm real bored with it.
- 34
1. I enjoy coming to KVCC and talking with the many friends that I have met.
 2. I don't enjoy listening to boring lectures and sometimes going to class.
 3. KVCC has made me a more outgoing and friendly person.
- 35
1. While I'm not in class, I find the atmosphere at KVCC to boring. Ex. the A.P. screen in the lunchroom was removed, no music anywhere, nothing to occupy spare time.
 - 2.
 - 3.
- 37
1. Talking with my friends, spending time together.
 2. Classes.
 3. No.
- 38
1. Low cost.
 2. Lack of minority staff and faculty.
 3. It made me aware that there is not enough black people here for minority needs.
- 39
1. n/a
 2. n/a
 3. n/a
- 40
1. Not really an activity, but a class; sociology, it encourages me and it is a fun class. is the instructor.
 2. Late comers, students that come to class late.
 3. A better attitude, and having more responsibilities.
- 42
1. NO, there is nothing enjoyable about KVCC.
 - 2.
 3. It has helped me to see that there is still racism around even though I had wished it would someday disappear.
- 43
1. Nothing--nothing. It (KVCC) is geared to the young, white, middle to upper class student, about 18 years old, fresh out of high school. I and others like me find we don't fit into

most of the "molds" (standards) that are set by the medical instructors at KVCC.

2. Attending classes -- because of the racism. If you are black, your chances of completing a medical curriculum is slim to none.
3. I've become very cold to other white students, due to the fact that a lot of favoritism is always shown.

44

1. Socialize with friends (and get an education).
2. The child care center. I am a single parent and would like to bring my little boy here but he is only one and you have to be 2 1/2.
3. I have a better understanding of the kind of life I want to live. I have to have a nice paying job for the kind of lifestyle I want, so I need an education.

45

1. Good teachers.
2. Teachers that can't teach.
3. Better me for the job market.

46

1. The classes in which I work on the PC's are the ones I enjoy and look forward to. I enjoy the challenge of learning how to use them. Figuring things out on my own.
2. I do not enjoy working on In the word processing lab or (classes) on those ancient machines. It a hassle and too much of a headache after working on the more modern ones.
3. Made me more responsible as a student! Better self-image.

47

1. I enjoy my math class and computer class In math I am learning things or shall I say (relearning) things I had forgotten. In my computer class I feel confident because I know now that I am capable of operating it.
2. Political Science, the teacher doesn't teach by the book.
3. Attending has given me a sense of accomplishment and self confidence and something to look forward to the future for me and my children.

50

1. When I play basketball in the gym during classes.
2. Riding the bus all the way out here to KVCC and staying here for an hour or so waiting for my next class to start.
3. I met a lot of new people and friends.

51

1. Coming to class is very enjoyable in itself because I'm the only one benefiting from

2.
3. I'm school orientated.

1. Meeting new people (women).
2. None.
3. Well, Haven't really thought about it.

1. I am not active in any academic activities. i do, however, enjoy my scheduled classes.
2. The least I like is the parking facilities.
3. It helped me to take time out to look at myself.

1.
2.
3. None.

1. None basically -- I do enjoy my music appreciation class with He is a good instructor who is concerned about his students.
2. Being here.
3. None.

1. I enjoy taking my trig class due to the satisfaction got from math.
2. --
3. --

1. I look forward to socializing in the lounge in between my classes.
2. I hate having to wait for a long period of time before my classes start.
3. It hasn't really changed my lifestyle at all.

1. My English course; because my teacher is helpful and friendly. She makes you feel at ease.
2. Going to my PSCI class; the teacher gives to much information on one test and expects you to ACE it.
3. I haven't been here long enough.

1. Art.
2. Not being a full time student.
3. None.

252

- 61
3. Going to school PERIOD has helped my life-style. It makes me feel more independent.
- 61
1. Nothing.
 2. There are mostly white people in my class, and I don't like that.
 3. Going to this college has got me out the house. I get to meet different people, and last, learn stuff in class that I didn't know about.
- 62
- *From a person being from Kalamazoo, I observed you need a education in order to find a good job. My white counter parts just need a high school education.
1. Algebra, its one subject I am beginning to understand better here, than I did in high school.
 2. Econ.-- It's because I just don't study enough.
 3. K.V.C.C. has taught me to get serious; being academically dismissed from Western. It teaches me to buckle down and get my Priorities together.
- 63
1. Associating with other Blacks from different cities, studying in the Library. It helps me feel that I am not alone.
 2. Major classes being instructed by teacher for Blacks to drop out.
 3. NONE!? I should say that I've learned that college makes you settle down to see what its about. A rough life.
- 64
1. Well, first I look forward to going to my classes to see how my grades are and then going to the student lounge to try to meet new friends.
 2. The only thing I don't look forward to is getting up early to go to my classes.
 3. Well, since I am mainly the only Black student in all my classes, I feel very comfortable around others from different different ethnic groups.
- 65
1. Basically, just class because there aren't to many other activities here to look forward too.
 2. Coming here and seeing basically the same faces doing the same thing every day. The reason for this I feel is because there aren't to many other activities.
 3. It really hasn't changed me that much, but makes me feel depressed to look at the same boring white atmosphere.

- 66
1. I enjoy speech class.
I haven't been here long enough to give a good example.
 2. A small school. I'm used to Western.
I haven't been here long enough to give a good example.
 3. I have begun to respect community colleges a little more.
- 67
1. Not a one, I feel K.V.C.C. do not have any important things for Blacks--but go to school (no blacks activity).
 - 2.
 3. I don't enjoy school as much as I did before coming to K.V.C.C.
(Because lack of Black activities).
- 68
1. Meeting new people and knowing that I can get help when I need it.
 2. The way some of the staff treat you sometimes.
 3. My fear of being around people.
- 69
- 1.
 - 2.
 3. Nothing.
- 70
1. I enjoy the American History courses that K.V.C.C. has. I find as enjoyable and straight forward. His course lacks nothing.
 2. I dislike some of the Black students attitudes. I work in the English Lab and some of the Black students are quite unfriendly.
 3. I have learned to deal with people better.
- 71
1. There is nothing really enjoyable about K.V.C.C. When I come to the Valley I usually go to class or to work or to the Math Lab and then I go straight home.
 2. There is nothing that I really dislike about K.V.C.C. Its a nice junior college to take courses.
 3. I am a student who is attending W.M.U. and K.V.C.C. at the same time. K.V.C.C. has been much more adaptable and easier then W.M.U. The tutoring facilities are excellent. They're much better than W.M.U. tutoring services.
- 72
- * English is very important to me, but I feel that don't prepare you very well.
1. Gym class-teacher, he explains why you need as far as exercise.
 2. The class I enjoyed least; Philosophy. I think it was that I didn't understand it.

- 77
3. Made me very aware of what goes on around me.
- 78
1. Just attending each class and meeting new people and seeing old friends.
 2. When instructors are too busy to help, right when I need it.
 3. My attitude, my self confidence.
- 80
1. I don't really try to look for no activities to get involved in.
 - 2..
 3. I feel more sociable because of the way you meet people.
- 81
1. Probably attending the Math Lab...I'm not able to go everyday.
 2. N/A
 3. Not much. More confidence
- 84
1. N/A .
 2. What I find least enjoyable is being in a class where there is always one student disrupts the classroom constantly. I feel that these students should be dismissed from class completely. I feel this way because I myself right now have this problem in my class now. MTH 098
 3. N/A
- 85
1. Get my work done.
 2. Nothing.
 3. The study that I have.
- 86
1. Flexibility of teachers.
 2. Nothing.
 3. KVCC has given me the opportunity to grow.
- 87
1. There is nothing here for students to get involved in. Most of the time this seems more like high school than college.
 - 3.
- 88
1. Low cost
 2. Can't think of anything.
 3. It hasn't.
- 89
1. My Physics instructor was very helpful. He went out of his way to assist me and was always encouraging.
 2. Having to buy books (so expensive).
 3. It Hasn't.
- 89
1. The help I received at registration in selecting classes.
 2. I'm overweight and the sitting arrangements

(seats) are not comfortable. KVCC should keep in mind not all students are an ideal weight. There are quite a few people in my English Class with this problem.

3. I have more self esteem, I feel like I can get the education I want.

90

1. Nothing
2. Some people's attitudes.
3. I have learned to depend on myself.

A. HOW DO YOU FEEL ABOUT KALAMAZOO VALLEY COMMUNITY COLLEGE?

- . I Like it. I also attend WMU and the atmosphere is more personal.
- . I like it; my instructors seem to care about students.
- . I hate KVCC; its like being in high school
- . I don't like it; teachers seem to have Black students prejudged.
- . I hate the atmosphere--some staff are not willing to even help minority students.
- . I have a problem with some staff attitudes, especially Financial Aid.
- . Financial Aid counselors aren't willing to provide information. It's like its their personal money.
- . Financial Aid has been a problem; information is being held back. If _____ hadn't of set me straight, I wouldn't have known about some aids being offered.
- . I like it -- no problems.
- . I like it -- no problems.
- . I like it, except for one instructor, _____, he is very openly racist.
- . I don't like it. Counselors give no direction. A lot of professors have prejudged -- minority students.
- . It is OK, but the counseling office isn't very helpful. They're very misleading to younger students.
- . I never thought about it. I'm only here for one class. I'm enrolled at WMU also.
- . I really like KVCC.
- . Low cost, I really like that.
- . I like KVCC, I like most of my instructors. One, I didn't care for, I heard he was a racist, so I dropped his class. My friends also dropped. (_____ -Instructor).
- . I have no problems with KVCC.
- . I like KVCC.
- . I don't like KVCC, I don't feel like I am a part of it.

- . I like KVCC, but I would like to see more Hispanic students here.
- . I like KVCC, but it would be nice to see more Black Instructors and counselors here.
- . I like KVCC; it would be nice to see more minority staff here, whether they be Hispanic or black.
- . I don't care for KVCC; the instructors here are so old. They don't seem to care about students (Black or White).
- . I really like KVCC, but I hate the Bus service.
- . I like KVCC, but transportation is a problem.
- . Sometimes the attitude of some of the staff make me feel like "what are you doing here."
- . It is OK.
- . I really like to low cost.
- . I like KVCC. Instructors seem really concerned about students you aren't just a number like at WMU.
- . I don't like the attitude of the Financial Aid Office. It is like you are imposing on them when you go there.
- . Financial Aid failed to tell me and others about programs we qualified for; we heard about it from other students. When they realized we knew about the program, then they gave us the information. Do I like that? NO!!
- . I really like KVCC, it's the Bus services I don't like.
- . I like KVCC, no problems.
- . I hate KVCC; instructors especially. In the Medical areas some are out and out racist.
- . I hate KVCC -- it seems to set minority students up for failure, especially in medical careers.
- . I dislike KVCC -- In medical careers minority students are sat up for failure. Something should really be done about the attitudes found there.
- . KVCC medical career area is the most racist area of the school, which really makes me dislike KVCC.
- . I don't like it. I'm only here because my mothers wants me to attend college and I promised I would.
- . I like KVCC -- I feel like it is giving me a second

chance.

- . I like KVCC
- . I like KVCC. It has more of a caring attitude than WMU.
- . I really like and enjoy K.V.C.C., instructors really go out of their way to be helpful; I attended W.M.U. first and was very pleased with the interest shown towards students.
- . I like K.V.C.C. It has given me MORE self esteem.
- . I like K.V.C.C.

B. WHAT ARE YOUR CONCERNS, AND HOW COULD K.V.C.C. MAKE YOUR COLLEGE EXPERIENCE MORE POSITIVE.

- . No concerns.
- . No concerns.
- . I think you should have more minority staff. A minority student service would be nice. It is easier to talk to a minority counselor especially if you are having problems.
- . KVCC needs a minority student service, which can work hand in hand (NETWORK) with Western; I think students would really benefit.
- . I have a concern with the attitude of the Financial Aid Staff, they make you feel unwelcome.
- . KVCC needs more minority staff. I don't feel there is anyone here I can talk to.
- . Because we don't have our parents (in Kalamazoo) here for morale support and to give advise, it would be nice to have minority staff to confide in.
- . KVCC should bring in minority speakers like other college campuses.
- . KVCC should offer courses in Black studies.
- . It would be nice to see more Black instructors and counselors at KVCC.
- . I didn't know KVCC had any minority staff.
- . KVCC has minority staff???!! Where are they?
- . Sometimes attitudes of some of the staff makes me feel like I don't belong.
- . I would like to see more minority students at KVCC.

- . More minority staff and minority student services office.
- . I would like to see more minority staff, be it Black or Hispanic. really made a difference in my coming here. She literally held my hand and told me I could make it.
- . More financial aid available to minority students.
- . More social activities are needed for minority students to make us feel like a part of KVCC.
- . I would like to see more minority students and staff.
- . I would like to see more Hispanic students take advantage of KVCC.
- . Speakers to help staff with their negative attitudes.
- . More social activities for minority students. More minority staff.
- . More sports offered.
- . Something to make instructors and staff more sensitive to students need.
- . More social activities and minority staff.
- . More minority instructors and activities.
- . I really thought racism was a thing of the past, but I was wrong, it is alive and well and growing in KVCC's medical careers area.
- . Minorities seem to be set up for failure in the nursing program.
- . Staff prejudgment of minority students.
- . The counseling office is misleading to students, some friends and I have found we do better without their advice.
- . More minority staff to relate to.
- . A minority student service office; other junior colleges have them. Why not Valley?
- . Minority student services offices and more financial aid.
- . Training for staff so they won't prejudge students.
- . More minority staff, that would give me someone to relate to who would know about and could relate to attitudes I am dealing with.

- . Medical instructor told me I was too dumb to make it in college, mainly because I am Hispanic.
- . More minority students and staff are needed at KVCC.
- . More Spanish courses, something more advanced than Spanish 102.
- . Minority student service like Western that would bring in minority speakers. WMU Minority Student Services is very representative of Hispanic and Black Students.
- . KVCC should sponsor a student exchange program for Hispanic students.
- . KVCC should be more visible in the minority communities.
- . Some instructors seem unable or unwilling to relate to minority students. That is ALL minority students.
- . I would like to see more Black instructors and more encouragement of Blacks to take difficult classes.
- , Make more organization available to/for minority students.
- . More minority staff - make more minority students aware of K.V.C.C. and its services.

Appendix F: Perceptions of Potential Adult Minority Students

- Tabulated Questionnaires
- Questionnaire Comments

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF POTENTIAL ADULT MINORITY STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? 27 = 27.7

B. Sex 41 Male (39.8%)
61 Female (60.2%)

C. Race/Ethnic Background

32 (29.9%) 1. Hispanic
73 (68.7%) 2. Black, Non-Hispanic
0 3. White, Non-Hispanic 2 (1.9%) 4. Asian/Pacific Islander
0 5. Native American
0 6. Non-Resident Alien

D. How many hours are you currently employed per week?

34 (32.4%) 1. None
2 (1.9%) 2. 1-10
12 (11.3%) 3. 11-20 8 (7.6%) 4. 21-30
37 (34.8%) 5. 31-40
12 (11.3%) 6. Over 40

E. Do you think that attending college would help you to improve your standard of living or quality of life?

68 (64.2%) 1. Definitely
3 (2.9%) 2. Probably
3 (2.9%) 3. Not sure 2 (1.9%) 4. Probably not
0 5. Definitely not

1. Are you interested in attending college?

73 (68.7%) 1. Yes
26 (24.4%) 2. Somewhat
7 (6.6%) 3. Probably not (please skip to Part II.)
1 (0.9%) 4. Definitely not (please skip to Part II.)

2. Do you plan to enroll in college within the next 5 years?

84 (85.7%) Yes (which college? (See Attachment))
14 (14.3%) No (please skip to Part III.)

3. Do you intend to work while attending?

72 (86.8%) Yes
11 (13.2%) No (please skip to question F.)

4. Will you be working full or part time?

36 (51.4%) 1. Full-time
34 (48.6%) 2. Part-time

F. What is the main reason you are interested in attending college?

24 (18.8%) 1. To advance in my present job
39 (30.4%) 2. To get a better job
30 (23.4%) 3. To improve my basic skills
35 (27.4%) 4. For personal growth

G. Do you plan to obtain an Associates Degree or Certificate?

80 (98.8%) Yes, please check one: 49 Associates Degree (68.1%)
1 (1.2%) No 31 Certificate (31.9%)

Part II. Please state in your own words why you aren't interested in attending college (then skip to Part IV.)

See Attachment

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you would anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

70 (72.7%) 1. Very important 3 (3.1%) 3. Minor importance
23 (23.7%) 2. Somewhat important 1 (1.0%) 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (please check all that apply)

66 (29.4%) 1. Tuition/books
37 (16.4%) 2. Transportation
26 (11.4%) 3. Loss of other income
53 (23.7%) 4. Inability to meet additional expenses
39 (17.4%) 5. Child care
3 (1.3%) 6. Other (please specify) See attachment

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

72 (75.0%) 1. Definitely
18 (18.8%) 2. Probably
5 (5.2%) 3. Not sure 1 (1.0%) 4. Probably not
0 5. Definitely not

D. Does the cost of going to KVCC prevent you from attending?

54 (56.7%) Yes
42 (43.3%) No

E. Did you know that financial aid is available for most students who need it?

49 (52.7%) Yes
44 (47.3%) No

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

80 (85.1%) Yes
14 (14.9%) No

1. If no, what else would be necessary? See attachment

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

38 (40.9%) Yes
55 (59.1%) No (please skip to question H.)

1. Would your concerns prevent you from enrolling at KVCC?

7 (24.1%) Yes
22 (75.9%) No

2. What type(s) of contact would you find most interesting?

See attachment

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

23 (24.4%) 1. Yes, very concerned
39 (41.0%) 2. Somewhat concerned
33 (34.7%) 3. Not concerned at all (please skip to question I.)

1. Would your concerns prevent you from enrolling at KVCC?

10 (20.8%) Yes
38 (79.2%) No

2. What could KVCC do to reduce this problem?

See attachment

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are white?

50 (53.8%) 1. Yes, I don't see this as a problem (please skip to question J.)
28 (30.1%) 2. Probably, but it would depend on the other students in the class
3 (3.2%) 3. I would probably be uncomfortable
12 (12.9%) 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?

12 (40.0%) Yes
18 (60.0%) No

2. What could KVCC do to reduce this problem?

See attachment

J. Do you feel that you are adequately prepared for college courses?

29 (30.7%) 1. Definitely
24 (25.0%) 2. Probably
24 (25.0%) 3. Not sure
8 (8.3%) 4. Probably not
11 (11.5%) 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

45 (46.9%) 1. Very concerned
25 (26.0%) 2. Somewhat concerned
16 (16.7%) 3. Only slightly concerned
10 (10.4%) 4. Not concerned at all (skip to question K.)

1. Would your concerns prevent you from enrolling at KVCC?

20 (26.4%) Yes
62 (73.6%) No

2. What could KVCC do to reduce this problem?

See attachment

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

74 (79.6%) Yes
7 (7.4%) No
12 (12.9%) Don't know

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

26 (27.7%) Yes
68 (72.3%) No

Part IV. Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office 372-5346.

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF POTENTIAL ADULT MINORITY STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? 27 = 27.7

B. Sex 40 Male (40.4%)
39 Female (59.6%)

C. Race/Ethnic Background

31 (31.6%) 1. Hispanic
65 (66.1%) 2. Black, Non-Hispanic
0 3. White, Non-Hispanic
2 (2.0%) 4. Asian/Pacific Islander
0 5. Native American
0 6. Non-Resident Alien

D. How many hours are you currently employed per week?

29 (30.2%) 1. None
12 (12.2%) 2. 1-10
12 (12.2%) 3. 11-20
8 (8.3%) 4. 21-30
33 (34.0%) 5. 31-40
12 (12.2%) 6. Over 40

E. Do you think that attending college would help you to improve your standard of living or quality of life?

66 (68.0%) 1. Definitely
27 (27.8%) 2. Probably
4 (4.1%) 3. Not sure
0 4. Probably not
0 5. Definitely not

1. Are you interested in attending college?

73 (73.7%) 1. Yes
26 (26.3%) 2. Somewhat
0 3. Probably not (please skip to Part II.)
0 4. Definitely not (please skip to Part II.)

2. Do you plan to enroll in college within the next 5 years?

83 (85.6%) Yes (which college?)
14 (14.4%) No (please skip to Part III.)

3. Do you intend to work while attending?

76 (81.7%) Yes
17 (18.3%) No (please skip to question F.)

4. Will you be working full or part time?

39 (52.7%) 1. Full-time
35 (47.3%) 2. Part-time

F. What is the main reason you are interested in attending college?

26 (18.3%) 1. To advance in my present job
40 (29.0%) 2. To get a better job
33 (24.1%) 3. To improve my basic skills
39 (28.6%) 4. For personal growth

G. Do you plan to obtain an Associates Degree or Certificate?

82 (91.1%) Yes, please check one: 31 Associates Degree (68.0%)
8 (8.9%) No 7 Certificate (32.0%)

Part II. Please state in your own words why you aren't interested in attending college (then skip to Part IV.)

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you would anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

69 (71.9%) 1. Very important
23 (24.0%) 2. Somewhat important
3 (3.1%) 3. Minor importance
1 (1.0%) 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (please check all that apply)

66 (29.6%) 1. Tuition/books
36 (16.4%) 2. Transportation
26 (11.8%) 3. Loss of other income
23 (10.5%) 4. Inability to meet additional expenses
39 (17.7%) 5. Child care
3 (1.4%) 6. Other (please specify)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

72 (75.3%) 1. Definitely
18 (18.8%) 2. Probably
5 (5.3%) 3. Not sure
0 4. Probably not
0 5. Definitely not

D. Does the cost of going to KVCC prevent you from attending?

54 (56.35) Yes
41 (43.77) No

E. Did you know that financial aid is available for most students who need it?

48 (52.25) Yes
44 (47.85) No

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

79 (85.07) Yes
14 (15.09) No

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

37 (40.25) Yes
55 (59.75) No (please skip to question H.)

1. Would your concerns prevent you from enrolling at KVCC?

7 (23.07) Yes
21 (75.04) No

2. What type(s) of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

22 (23.42) 1. Yes, very concerned
39 (41.58) 2. Somewhat concerned
33 (35.12) 3. Not concerned at all (please skip to question I.)

1. Would your concerns prevent you from enrolling at KVCC?

10 (21.32) Yes
37 (78.72) No

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are white?

49 (51.35) 1. Yes, I don't see this as a problem (please skip to question J.)
28 (30.43) 2. Probably, but it would depend on the other students in the class
3 (3.12) 3. I would probably be uncomfortable
12 (12.08) 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?

12 (40.07) Yes
18 (60.02) No

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are adequately prepared for college courses?

29 (30.32) 1. Definitely
24 (24.24) 2. Probably
24 (24.24) 3. Not sure
11 (11.02) 4. Probably not
11 (11.02) 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

44 (46.82) 1. Very concerned
25 (26.34) 2. Somewhat concerned
16 (16.82) 3. Only slightly concerned
10 (10.02) 4. Not concerned at all (skip to question K.)

1. Would your concerns prevent you from enrolling at KVCC?

20 (24.72) Yes
61 (75.28) No

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

73 (79.42) Yes
7 (7.52) No
12 (13.06) Don't know

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

26 (28.07) Yes
67 (71.93) No

Part IV. Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office 372-5346.

KALAMAZOO VALLEY COMMUNITY COLLEGE

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF POTENTIAL ADULT MINORITY STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending Community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? $\bar{x} = 28.3$

B. Sex $\frac{22}{53}$ Male (33.8%)
 $\frac{31}{53}$ Female (66.2%)

C. Race/Ethnic Background

65 (100%) 1. Hispanic 0 4. Asian/Pacific Islander
2. Black, Non-Hispanic 0 5. Native American
3. White, Non-Hispanic 0 6. Non-Resident Alien

D. How many hours are you currently employed per week?

17 (27.4%) 1. None 3 (4.8%) 3. 21-30
1 (1.6%) 2. 1-10 26 (41.9%) 4. 31-40
4 (6.3%) 3. 11-20 11 (17.7%) 5. Over 40

E. Do you think that attending college would help you to improve your standard of living or quality of life?

41 (64.3%) 1. Definitely 0 4. Probably not
19 (29.7%) 2. Probably 0 5. Definitely not
4 (6.2%) 3. Not sure

1. Are you interested in attending college?
45 (69.2%) 1. Yes
20 (30.8%) 2. Somewhat
0 3. Probably not (please skip to Part II.)
0 4. Definitely not (please skip to Part II.)

2. Do you plan to enroll in college within the next 5 years?
53 (84.1%) Yes (which college?)
10 (15.9%) No (please skip to Part III.)

3. Do you intend to work while attending?
50 (80.6%) Yes
12 (19.4%) No (please skip to question F.)

4. Will you be working full or part time?
28 (58.3%) 1. Full-time
20 (41.7%) 2. Part-time

F. What is the main reason you are interested in attending college?
18 (18.0%) 1. To advance in my present job
27 (27.0%) 2. To get a better job
25 (25.0%) 3. To improve my basic skills
30 (30.0%) 4. For personal growth

G. Do you plan to obtain an Associates Degree or Certificate?
52 (84.1%) Yes, please check one: 17 Associates Degree (77.1%)
7 (11.3%) No 11 Certificate (22.9%)

Part II. Please state in your own words why you aren't interested in attending college (then skip to Part IV.)

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you would anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

41 (66.1%) 1. Very important 3 (4.8%) 3. Minor importance
17 (27.4%) 2. Somewhat important 1 (1.6%) 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (please check all that apply)

47 (32.0%) 1. Tuition/books
26 (17.7%) 2. Transportation
15 (10.0%) 3. Loss of other income
29 (19.3%) 4. Inability to meet additional expenses
28 (19.0%) 5. Child care
2 (1.3%) 6. Other (please specify)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

44 (72.1%) 1. Definitely 0 4. Probably not
13 (21.3%) 2. Probably 0 5. Definitely not
4 (6.6%) 3. Not sure

D. Does the cost of going to KVCC prevent you from attending?

30 (49.32) Yes
31 (51.32) No

E. Did you know that financial aid is available for most students who need it?

33 (55.92) Yes
26 (44.12) No

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

47 (79.72) Yes
12 (20.32) No

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

21 (36.72) Yes
37 (63.32) No (please skip to question H.)

1. Would your concerns prevent you from enrolling at KVCC?

5 (35.72) Yes
9 (64.32) No

2. What type(s) of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

17 (28.12) 1. Yes, very concerned
25 (41.92) 2. Somewhat concerned
18 (30.02) 3. Not concerned at all (please skip to question I.)

1. Would your concerns prevent you from enrolling at KVCC?

9 (29.02) Yes
22 (71.02) No

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are white?

30 (50.32) 1. Yes, I don't see this as a problem (please skip to question J.)
17 (28.82) 2. Probably, but it would depend on the other students in the class
1 (1.72) 3. I would probably be uncomfortable
11 (18.92) 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?

10 (55.62) Yes
8 (44.42) No

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are adequately prepared for college courses?

22 (35.12) 1. Definitely
18 (29.32) 2. Probably
13 (21.02) 3. Not sure
5 (8.42) 4. Probably not
5 (8.12) 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

31 (50.82) 1. Very concerned
15 (24.62) 2. Somewhat concerned
9 (14.82) 3. Only slightly concerned
6 (9.72) 4. Not concerned at all (skip to question L.)

1. Would your concerns prevent you from enrolling at KVCC?

16 (31.42) Yes
35 (68.62) No

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

46 (78.02) Yes
8 (13.92) No
8 (13.92) Don't know

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

18 (30.02) Yes
42 (70.02) No

Part IV. Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office 372-5346.

METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF POTENTIAL ADULT MINORITY STUDENTS

INSTRUCTIONS: Your answers to the following questions will help us to better understand your thoughts and feelings about attending community colleges in general and KVCC specifically. Please answer each question as completely as possible and make any comments that you see as appropriate. Be assured that your responses will remain confidential.

Part I. Personal Information:

Your answers to the questions in this section will help us to better understand and learn from your other responses.

A. What was your age at your last birthday? 26.1

B. Sex 17 Male {34.8%}
4 Female {43.2%}

C. Race/Ethnic Background

31 (100%) 1. Hispanic 0 4. Asian/Pacific Islander
0 2. Black, Non-Hispanic 0 5. Native American
0 3. White, Non-Hispanic 0 6. Non-Resident Alien

D. How many hours are you currently employed per week?

11 (35.3%) 1. None 3 {9.7%} 3. 21-30
1 {3.4%} 2. 1-10 7 {22.6%} 4. 31-40
8 {25.3%} 3. 11-20 1 {3.2%} 5. Over 40

E. Do you think that attending college would help you to improve your standard of living or quality of life?

25 (80.6%) 1. Definitely 0 4. Probably not
6 {19.4%} 2. Probably 0 5. Definitely not
0 3. Not sure

1. Are you interested in attending college?

26 (83.3%) 1. Yes
5 {16.7%} 2. Somewhat
0 3. Probably not (please skip to Part II.)
0 4. Definitely not (please skip to Part II.)

2. Do you plan to enroll in college within the next 5 years?

28 (90.3%) Yes (which college?)
3 {9.7%} No (please skip to Part III.)

3. Do you intend to work while attending?

23 (82.1%) Yes
5 {17.9%} No (please skip to question F.)

4. Will you be working full or part time?

11 (47.8%) 1. Full-time
12 {52.2%} 2. Part-time

F. What is the main reason you are interested in attending college?

7 (20.0%) 1. To advance in my present job
12 (34.4%) 2. To get a better job
8 (22.2%) 3. To improve my basic skills
8 (22.2%) 4. For personal growth

G. Do you plan to obtain an Associates Degree or Certificate?

27 (96.3%) Yes, please check one: 13 Associates Degree (52.0%)
1 {3.7%} No 14 Certificate (48.0%)

Part II. Please state in your own words why you aren't interested in attending college (then skip to Part IV.)

Part III. College Information:

Your answers to these questions will help us to understand the types of problems you would anticipate, or are presently experiencing, as well as their impact and what could be done about them.

A. How important are cost considerations to you in deciding whether to attend college?

27 (87.1%) 1. Very important 0 3. Minor importance
4 {12.9%} 2. Somewhat important 0 4. Not important at all

B. What specific concerns do you have regarding the cost of college? (please check all that apply)

16 (25.4%) 1. Tuition/books
8 (12.5%) 2. Transportation
8 (12.5%) 3. Loss of other income
22 (34.4%) 4. Inability to meet additional expenses
7 {11.1%} 5. Child care
1 {1.6%} 6. Other (please specify)

C. Do you feel that the benefit of a college education is worth trying to overcome the financial problems?

26 (83.3%) 1. Definitely 0 4. Probably not
4 {12.9%} 2. Probably 0 5. Definitely not
1 {3.2%} 3. Not sure

D. Does the cost of going to KVCC prevent you from attending?

22 (71.0%) Yes
9 (29.0%) No

E. Did you know that financial aid is available for most students who need it?

12 (40.0%) Yes
18 (60.0%) No

F. Would the availability of adequate financial aid lead you to enroll at KVCC?

29 (93.6%) Yes
2 (6.4%) No

1. If no, what else would be necessary? _____

G. Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?

16 (51.6%) Yes
15 (48.4%) No (please skip to question H.)

1. Would your concerns prevent you from enrolling at KVCC?

2 (14.3%) Yes
12 (85.7%) No

2. What type(s) of contact would you find most interesting? _____

H. Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension?

3 (9.7%) 1. Yes, very concerned
13 (41.9%) 2. Somewhat concerned
15 (48.4%) 3. Not concerned at all (please skip to question I.)

1. Would your concerns prevent you from enrolling at KVCC?

1 (7.1%) Yes
13 (92.9%) No

2. What could KVCC do to reduce this problem? _____

I. Do you feel that you could be comfortable in a classroom situation where most of your fellow students are white?

17 (56.7%) 1. Yes, I don't see this as a problem (please skip to question J.)
11 (36.7%) 2. Probably, but it would depend on the other students in the class
2 (6.7%) 3. I would probably be uncomfortable
0 (0.0%) 4. No, I wouldn't be comfortable at all

1. Would your concerns prevent you from enrolling at KVCC?

1 (9.1%) Yes
10 (90.9%) No

2. What could KVCC do to reduce this problem? _____

J. Do you feel that you are adequately prepared for college courses?

5 (16.1%) 1. Definitely
6 (19.4%) 2. Probably
11 (35.4%) 3. Not sure
5 (15.7%) 4. Probably not
6 (19.4%) 5. Definitely not

K. How concerned are you about being adequately prepared for college courses?

11 (35.4%) 1. Very concerned
9 (29.0%) 2. Somewhat concerned
7 (22.6%) 3. Only slightly concerned
4 (12.9%) 4. Not concerned at all (skip to question K.)

1. Would your concerns prevent you from enrolling at KVCC?

4 (14.3%) Yes
23 (85.7%) No

2. What could KVCC do to reduce this problem? _____

L. Would you be willing to take remedial courses if you found that you were uncomfortable with the level of regular courses?

25 (83.3%) Yes
2 (6.7%) No
3 (10.0%) Don't know

M. Are you aware that KVCC offers a variety of remedial courses to many of its students every semester?

6 (20.0%) Yes
24 (80.0%) No

Part IV. Thank you for taking the time to complete this survey. Your answers will help us to better understand your individual needs as well as other potential students.

If you would like to know more about KVCC courses or programs, or just talk to someone about what it's like to be a student at KVCC, feel free to contact the Admissions and Counseling Office 372-3346.

KALAMAZOO VALLEY COMMUNITY COLLEGE
METROPOLITAN LIFE COMMUNITY SURVEY
PERCEPTIONS OF POTENTIAL ADULT MINORITY STUDENTS

Part I/E/2: Do you plan to enroll in college within the next 5 years? Yes (which college?)

<u>Student #</u>	<u>Response</u>
2	KVCC
5	KVCC
6	KVCC
11	KVCC
14	Davenport
17	Davenport
19	Western
21	KVCC
22	KVCC
23	KVCC
25	KVCC
28	KVCC
30	KVCC
31	KVCC
34	KVCC
35	KVCC
37	Davenport
40	KVCC or Fresno CC
43	KVCC
56	KVCC or Davenport
57	Davenport
61	KVCC or Davenport
62	KVCC or WMU
64	KVCC or Davenport
65	WMU
66	WMU
68	KVCC
72	Davenport
73	KVCC
74	KVCC
77	Davenport
79	KVCC
80	KVCC-WMU
83	KVCC
85	Davenport
86	KVCC
88	WMU
92	Davenport
104	Palm Beach Junior
105	WMU
113	KVCC
117	University of Pittsburg
118	WMU

Part II: Please state in your own words why you aren't interested in attending college.

<u>Student #</u>	<u>Response</u>
7	I need a job so I can take care of my family.
16	I need to work to support myself and children.
17	I would like to get a job in the field I want.
18	I don't have the money to go to college.
58	My health is bad.
63	I've gotten older and I have two kids. I feel even if I was interested in taking some classes or refresher courses I wouldn't be able to apply myself like I would if I didn't have a full time job and children. If I had went on to further my education sooner when I graduated, maybe I'd be more motivated.
78	I have children to take care of.
83	I would like to become a policewoman. That has been my goal in life.
99	I am interested but I cannot afford it.
104	I moved.

Part III/B: What specific concerns do you have regarding the cost of college?

___ Other (please specify)

<u>Student #</u>	<u>Response</u>
39	Improve my English skills.
66	Finding the time.
112	Time.

Part III/F/1: Would the availability of adequate financial aid lead you to enroll at KVCC?
If no, what else would be necessary?

<u>Student #</u>	<u>Response</u>
2	Because I don't want my ADC to be taken from myself and children.
4	I can't say myself.
7	I will need money to take care of my family.
8	I don't know how I would support my child.
10	I don't want ADC to be stopped.
15	I will need money to support my family.
18	I need money to support my children. So I need a job.
36	Child care.
65	Accredited Master's program in my area.
85	More specialized counseling, smaller classes, free tutoring.
101	Baby sitting.
103	Child care.
104	Nothing necessary.
112	Desired classes to be available.
117	It is not an issue.

Part III/G/2: Are you concerned with having the opportunity for social contacts (such as clubs, student organizations, cultural events, or just plain friendships) with others of the same racial/ethnic background at a community college?
What type(s) of contacts would you find most interesting?

<u>Student #</u>	<u>Response</u>
8	Plain friendships
13	Cultural events, friendships
22	Hispanic Clubs
29	Hispanic Women groups
33	Hispanic Clubs
34	Hispanic Organizations
35	Hispanic student organization
36	Student organizations and clubs
39	Cultural events and student organizations
41	Friendships and culture events
42	Student organizations
43	The ability of the instructors and make friends with other races other than Hispanics
44	Clubs and friendships
58	Mix racial groups
61	Those furthering careers

62	Student organizations, cultural events
87	Secretary
90	Friendships
97	Cultural events
105	Minority involvement
108	Intellectual, social

Part III/H/2: Are you concerned with the racial makeup of the KVCC student body in terms of racism or racial tension? What could KVCC do to reduce this problem?

<u>Student #</u>	<u>Response</u>
15	Encourage more minority students to attend college.
22	Hispanic recruiters.
29	Bilingual education.
34	Hire Hispanic instructors.
36	Increase visibility of Mexicans/Hispanics at KVCC.
37	To enroll more Hispanic students and to get more Hispanic staff.
39	Recruit more Hispanic students and give a good financial aid package.
41	Make KVCC more attractive for Hispanics.
42	Promote KVCC classes specifically to Hispanic community, give counseling by a Hispanic counselor.
43	Promote events in which students of all races participate and make friends not just sports but other events like dances or field trips.
44	To have more people who work there be Mexican/Hispanics.
60	Treat all students equally as it pertains to their educational desires.
61	Accept recommendations from ethnic neighborhoods, offer related activities, provide "rainbow" environment, show support of others concerns.
62	Add more ethnic classes.
101	Try communication, that always helps.
106	Enroll more minorities, teachers and students.

Part III/I/2: Do you feel that you could be comfortable in a classroom situation where most of your fellow classmates are white?

What could KVCC do to reduce this problem?

<u>Student #</u>	<u>Response</u>
2	Have it so ADC won't take your grant and you can use it for food and rent.
33	Help me understand white standards.
37	To increase enrollment of Hispanics at the College.
43	Help more minority students learn about their ethnic backgrounds as human beings and not just about their skin color or race.
44	Get more high school students to enroll at KVCC.
58	Have the same amount of racial groups attending.
59	Have more black people.
74	I don't think its really a problem. How can you mixed a class up if 99% sign up for the class against 1% black.
101	Have not, respect of persons.
105	Enroll more minorities.
106	More minorities.
107	Enroll more minorities.

Part III/K/2: How concerned are you about being adequately prepared for college courses?

What could KVCC do to reduce this problem?

<u>Student #</u>	<u>Response</u>
8	Not let my grant be taken away for food, shelter.
16	Help me find a better job.
22	Provide some bilingual instructors.
34	Provide bilingual education.
35	More tutors.
37	To provide tutoring.
38	Offer the student basic skill courses and tutoring.
39	To provide tutoring in English if Hispanic students are having difficulty understanding.
43	Help the counselors learn about how to deal with minority students other than treating them just like a number, more in the human level.

- 44 To provide tutoring for people who need to
improve in their subjects.
- 61 Let those who have been out of school for
17 years know the opportunity is still
available, which you do.
- 74 Have some refresher courses or prepare
training to help out.
- 111 Require remedial courses.

Appendix G: Perceptions of KVCC Graduates

METROPOLITAN LIFE GRADUATE SURVEY (1)

The following questions focus upon your experiences as a minority student at KVCC. Please respond to those that you feel apply to you. Feel free to be as candid as necessary to get your feelings across. Also, remember that the identification of positive experiences is as valuable as recognizing those that are negative.

A. In general, what impact did your level of academic preparation prior to attending KVCC have upon your ability to progress towards the completion of your program?

<u>Student #</u>	<u>Response</u>
1	Large impact.
2	High - I think I was totally prepared for KVCC, even though I waited several years after high school to attend.
3	Large impact.
4	I was out of school 18 years before attending KVCC - I had always done well in school and after a refresher course at KVCC I was well prepared for my program.
5	It had strong impact on my ability to successfully complete KVCC. Valley's level of academics was a tad below my high school preparation.
6	My preparation prior to attending KVCC didn't help me a great deal. My first beginning classes at Valley were on the average side.
7	Was prepared by high school classes.
8	I was prepared for KVCC by prior academic preparation.
11	I feel I was prepared for KVCC.
12	It prepared me for KVCC.
13	I was ready for KVCC because of classes I took in high school.
14	Great impact.
15	I was out of school for awhile before attending KVCC, so I took refresher classes. Between the classes from high school and the refresher classes, I was prepared for KVCC.
16	No great impact.
17	Fair
18	Academic preparation was good.
19	A great impact, my high school classes made KVCC seem pretty easy.
20	Small impact.

21 I wasn't really prepared but KVCC refresher
courses and hard work bought skills up to
where they were suppose to be.
22 Well prepared.
23 I guess OK, but sometimes I felt I should
have been better prepared.
24 Fair - I did take a few refresher courses
at KVCC.
25 A little.
26 I was ready for Valley.
27 Not too much.
28 None
29 Low impact.
30 Little
31 Great impact - I developed a lot of my
skills (preparation) from high school.
32 Great
33 Great impact.
34 I was prepared for College.
35 I guess my academic preparation was OK.
36 Great - KVCC seemed more like high school
than college.
37 Low
38 Small Impact.
39 I was totally prepared by High School for
KVCC.
40 Positive impact.
41 I felt the academic preparation I received
in high school had a great impact in
helping me succeed at KVCC.
42 I was prepared for KVCC.
43 I feel I was prepared for KVCC academically
because of my high school preparation.
44 Small impact.
45 Fair amount.
46 Great impact.
47 A lot I suppose.
48 High School prepared me for KVCC.

B. In what ways did the services available as well as the
attitudes of KVCC faculty and staff help or hinder your academic
progress?

<u>Student #</u>	<u>Response</u>
1	I guess services were OK when I needed them.
2	Services were excellent - Mr. _____ was my counselor and he provided a great deal of encouragement.

3 I experienced a lot of racism at KVCC,
being in the Respiratory Therapy Program
was very stressful.

4 At the time I attended KVCC my counselor
made a "BIG" difference in my educational
experience, he really cared about me as a
person and was always encouraging to me and
other minority students. I think having
minority counselors makes an impact on how
minority students view the college and
themselves.

5 The general student services provided were
good. However, there was no strong sense
of caring on the institutions part toward
minority students. This was not a good
environment for black students.

6 The friendliness, caring of the faculty
helped me to find my goals.

7 Always available (no harder).

8 Downtown Center Staff was very helpful in
assisting me.

9 Services at KVCC didn't help. Faculty and
staff had big problems in dealing with
minority students.

12 Sometimes the attitude of faculty and staff
made me feel uncomfortable.

14 I guess services were OK. Sometimes,
attitudes of faculty and staff really
bothered me and my friends.

15 I found KVCC to be very supportive,
especially the services I received from
the Downtown Center.

16 At times their attitudes made me want to
give up, but then I refused to let their
attitudes cause me to drop out.

17 Excellent services.

18 I never really used any services, my
contact with faculty and staff was very
limited.

19 None. I received must of my support from
family and friends, so I never really
sought out services from Valley faculty,
staff or otherwise.

20 I was in the nursing program and there were
many times I would have given anything to
have a minority counselor to talk over how
I and other minority students were being
treated.

21 Services were very helpful to me. Faculty
was always willing to spend time when I
needed extra help.

22 None - Services were OK, faculty and staff
were helpful.

23 KVCC had good services.

24 I didn't feel comfortable in seeking out
services because faculty and staff seemed
to have a problem in dealing with minority
students, especially black male students.
25 I guess I would say services were OK, as
far as faculty and staff are concerned I
don't really remember one way or the other.
26 None - I never used any services.
29 Never really used services.
30 I never felt comfortable in seeking out
help.
35 Mr. _____ really helped me a lot.
38 Services were OK.
40 With exception of a few racist instructors
and offices I ran into, I really enjoyed
KVCC.
41 I really enjoyed KVCC, (with the exception
of one or two instructors). I felt like my
needs were being met.
43 I never felt comfortable in taking
advantage of KVCC's services or talking
with faculty because of some of the
negative attitudes I encountered.
44 I thought KVCC was a very good school,
for the most part everyone was really
helpful and caring.
45 It was OK for the most part.
46 I never used KVCC's services.

C. What, if any, impact did financial concerns have upon your
ability to progress towards completion of your program? Was KVCC
able to assist you in this area?

<u>Student #</u>	<u>Response</u>
1	Some, yes.
2	None - The low cost was a major factor in my attending KVCC. No - I did not request assistance from KVCC at the time.
3	Some - I did receive Financial Aid.
4	I chose KVCC because of its low cost, the only Financial Aid I received was a student loan.
5	The Financial Aid offered by Valley was more than enough.
6	Yes, low cost, and as a staff person the tuition program helped.
7	Financial Aid covered all needs.
8	I did receive Financial Aid.
12	I received a Pell Grant which made going to KVCC much easier.

15 Without the Financial Aid I received
college would not have been possible.
16 Financial Aid made it possible for me to
attend KVCC.
17 Received Financial Aid, but needed more
money.
18 None - I didn't require Financial Aid.
19 None - My parents provided all the
financial assistance I needed.
20 None - Yes I did receive some financial
assistance.
21 Big concern, I received financial aid,
(without it I would not have been able
to attend KVCC).
22 Financial concerns were small (due to
low cost). Yes, I received a BEOG.
23 Not much, because of the low cost, Yes I
did receive Financial Aid from KVCC.
24 Some, I did receive Financial Aid.
29 Some, yes.
33 I did receive Financial Aid.
35 I did receive Financial Aid.
36 I did receive Financial Aid. The low
cost was helpful.
39 I did receive Financial Aid.
40 I did not receive Financial Aid, but I knew
it was there in case I needed it.
41 None - I did receive Financial Aid (Pell).
42 Because of the low cost at KVCC I wasn't
overly concerned, and I did receive
Financial Aid.
43 None - I received Financial Aid.
44 "BIG", I did receive Financial Aid.
45 None - I received Financial Aid.
46 Some concern, yes I did receive Financial
Aid.
48 Some concern - Yes I did receive assistance
from KVCC.

D. What other experiences did you have as a KVCC minority student
that functioned to either help or hinder your progress towards
program completion?

<u>Student #</u>	<u>Response</u>
3	I had thought racism was a thing of the past, but KVCC brought me back to reality.
4	I really enjoyed KVCC, I have a Masters Degree now but I consider KVCC as my beginning, because I was considered more than just a number there!

5 Valley's attitude toward black students was one of "I don't care if they make it or not as long as we get the money." At one point I had a business instructor who said to me that blacks have a hard time in business because they cannot understand the theories it is based on. For a young black female with big dreams this was very discouraging to hear. How was I suppose to achieve my dream when I'm being told that I was too dumb to understand anything. Also Valley's counseling staff had no sense of what the black realities are. About how our environment is very different from those of our white counterparts. I guess not having anyone to talk to was the hardest part about getting through KVCC. I always felt as if I had no support from the institution, which was one of the reason's it took me twice as long to complete my studies there. Valley's lack of minority role models is also a hindrance to black students. When I was attending Valley there were 7 blacks and 1 hispanic employed here and that was a culture shock to someone who was used to having more of a black base to draw upon.

10 None - I graduated from KVCC not because of it's faculty and staff, but in spite of it's faculty and staff.

12 Hinder - The feeling of not being a part of KVCC and not having anyone to talk these feelings over with on campus.

15 Being a tutor at the Downtown Center really helped me, It gave me more confidence.

16 Not having anyone to talk to about my concerns caused undue stress.

17 KVCC prepared me for attending a four year college.

19 None - However, it would have been a more positive experience if Valley had more minority staff especially in the counseling area.

20 I'm afraid I have some very bad feelings toward KVCC because of all the unnecessary stress put on minority students. When ever some express an interest in attending KVCC (nursing program) I tell them to go someplace else because the stress isn't worth it.

21 I believe I made it through KVCC because I felt the school really cared about me and that made me care about myself.

- 24 It would have been less stressful if KVCC
would have had more minority staff, because
when I had concerns or problems there was
no one on campus, I felt I could
"communicate" with.
- 39 Minority students are not encouraged to
take science and math courses.
- 40 The nursing program tended to have double
standards for students, minority students
were not graded on the same scale as white
students. I have proof from a paper I kept
to remind myself of the struggle at Valley.
(The exact paper, the white student
received an excellent grade and my
paper came back all marked up and marked
unacceptable. The paper was turned in to
prove my point and it did just that. The
double standard does exist.
- 42 Sometimes people at KVCC made me feel like
I didn't belong.

NOTE 1: Responses numbered 1 through 35 identify Black graduates,
the remainder identify Hispanic graduates.